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ABSTRACT

This catalogue describes the nature and purposes of the Research and Development Utilization (RDU) Program, which was designed to improve programs in the areas of basic skills, career education, and inservice education. The RDU resource materials consist of 60 documents that cluster around four broad topics: (1) resources to help school staff work through a program improvement process, (2) role-related resources for linking agents, (3) resources from educational research and development, and (4) resources describing the RDU projects' experiences and learnings. Two indexes are provided for these documents, one for content, the other for the format of the material. The majority of the catalogue consists of descriptions of specific resources and projects. Resources are described in terms of title, date and source, type of material, intended audience, cost and availability. A brief abstract is also provided. Information about projects is presented under the following headings: project structure, schools, linkers, school team, problem-solving approaches and services, research and development resources and services, other resource agencies, linker training and support, and project resources. The name and address of a contact person are included. The concluding overview reports on a study of the RDU program. (Author/JK)

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ED195014

RESOURCES FOR EDUCATIONAL PROGRAM IMPROVEMENT

U S DEPARTMENT OF HEALTH
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NATIONAL INSTITUTE OF
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A collection of materials from the R&D Utilization Program

October 1979

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PREFACE

For three years, under National Institute of Education sponsorship, seven projects worked in eighteen states to help over 200 schools identify and use R&D-based resources to improve programs in the areas of basic skills, career education and inservice education. In the course of their work with schools the projects -- known collectively as the Research and Development Utilization (RDU) Program -- developed resource materials and strategies for program improvement that should be of use to schools and persons who serve schools whether they are based in state departments of education, in regional laboratories, in intermediate units, in teacher centers or inside school districts.

This catalog has been developed to describe the nature and purposes of the RDU Program for those who may be engaged in similar efforts, and to inform potential users of the resource materials that have resulted from the program. The catalog is organized as follows:

I. Introduction

    The R&D Utilization Program
    The RDU resources
    How to use this catalog
    Indexes

II. Descriptions of the RDU projects and resources

III. Overview: A study of the R&D Utilization Program

IV. Appendix

For information about how to obtain a copy of this catalog, contact the office of the Regional Exchange in your area. (See Appendix for list of Regional Exchanges.)

This catalog will be available from ERIC, Summer, 1980.

INTRODUCTION

THE R&D UTILIZATION PROGRAM

Seven projects were funded in 1976 by NIE to address the RDU Program's three major objectives:

1. to help schools solve specific, locally defined problems in the areas of basic skills and career education;
2. to help school staffs and community members learn about, select and use programs from educational research and development (R&D) to address identified problems;
3. to learn more about the processes of problem solving and program improvement in schools.

Four projects, based in state departments of education, served schools within the states in which they were located (Florida, Georgia, Michigan, and Pennsylvania). The three remaining projects were multi-state consortia, serving schools in several states under the direction of the National Education Association, Washington, D.C., The NETWORK, Inc., Andover, Massachusetts, and the Washington State Department of Education, respectively. Although the seven projects were deliberately chosen to represent a variety of approaches to working with schools, each project shared four key features -- specified in NIE's program design -- in common with the others.

1. A sequential problem solving process for program improvement Each RDU project introduced a problem solving process to guide schools in identifying needs for organizational and instructional improvement, and deciding upon the best means for resolving them. While the specific means for carrying out the problem solving process varied among the projects, the major steps along the way were the same and generally included:

    * identifying an organizational or instructional problem
    * identifying and reviewing alternative solutions to the problem in the form of materials, practices, programs or concepts generated and validated as a result of educational R&D
    * selecting an appropriate program or product
    * planning for and implementing the selected program
    * evaluating the program's effectiveness

2. External consultants called linking agents coordinate services to schools In every RDU project there were staff called linking agents who worked directly with teachers and administrators to help them carry out the problem solving process. Specific linking agent responsibilities varied from project to project but typically included chairing meetings of school staff, locating needed information or materials for the schools, offering advice on substantive or procedural matters, linking schools with agencies whose services they needed, and supplying encouragement and support.

3. School problem solving teams The RDU program placed special emphasis on the importance of the school or district staff making whatever decisions needed to be made relative to the problem solving process. In each RDU school site responsibility for identifying program improvement needs and deciding upon courses of action rested with a team of teachers, administrators, and community members identified to coordinate RDU project activities and to work closely with the linking agent.

4. Inter-agency linkages To increase the range of services available to the schools they served, the RDU projects involved the linking and coordinating of resources from a variety of agencies such as National Diffusion Network State Facilitator Projects, State Dissemination Capacity Building projects, regional educational laboratories, universities and colleges, independent research and consulting firms and various offices and divisions within the state education agencies.

   The RDU Program was designed to operate for approximately thirty-six months, encompassing two full school years. During 1976-77 and 1977-78 the projects were in full operation serving more than 200 schools in eighteen states. In addition to the work in the schools, each project was responsible for documenting project events and preparing 6-8 case studies of school site involvement and linking agent activities in the program. Thus, project efforts during 1979 focused on completing final reports and studies.

   In addition to the seven RDU projects, NIE has sponsored two additional RDU-related activites. In 1977 Abt Associates Inc. of Cambridge, Massachusetts was contracted to carry out a study of the R&D Utilization Program. This study (described in more detail in Section III) will examine three levels of the RDU Program -- the schools, the linking agents, and the projects -- in an attempt to learn more about the processes of problem solving and program improvement in schools. Final results of the study will be complete in fall, 1980.

A second, program-related contract was awarded to The NETWORK, Inc., Andover, Massachusetts in early 1979. When the seven RDU projects were funded they were not expected to develop materials other than those needed to carry out the work of their own projects. However, after two years of RDU operation, it became clear that the projects had created many materials with potential for utility beyond the RDU programs and that a means of compiling and describing them was needed.

The NETWORK's RDU Resource File Development Project was charged with responsibility for cataloguing the resources, conducting workshops to help others find out about the RDU projects and their materials, and providing recommendations to NIE with regard to future dissemination of the resource collection. This catalog is one outcome of that effort.

THE RDU RESOURCES

What they are

The RDU resource materials consist of 60 different documents which cluster around four broad topics central to the RDU program design and operation.

Resources to help school staff work through a program improvement process The majority of the RDU materials were developed to assist school staff in carrying out one or more steps in a planned program improvement process. Examples of such resource materials include:

> The Project Selection Kit, a packet of checklists and information booklets developed by the Georgia R&D project to help schools develop and use criteria for choosing among several alternative programs.
>
> Using new resources in planning a teacher centered inservice education program, a how-to-do-it manual produced by the NEA project to guide school inservice committees through steps for developing inservice programs based on the use of R&D-based products.

Role related resources for linking agents Most of the RDU projects developed training workshops and/or materials to help their linking agents better understand and perform their roles. Among the linking agent resources described in the catalog are the following:

> The linking agent tool kit, a 700 page anthology compiled by The NETWORK's RDU project. The Tool Kit draws from literature on consulting, organization development, program planning, and dissemination to offer the linker a comprehensive resource for planning and carrying out the linking agent role.
>
> The linker's handbook for curriculum improvement strategies, a three volume, loose-leaf manual outlining in detail the steps and activities followed by schools and linkers in the Pennsylvania School Improvement Program (PSIP). Developed to guide the project's linkers, the manuals can also be used by school-based staff responsible for coordinating a program improvement effort.

Resources from educational research and development (R&D) Each RDU project spent a great deal of time and effort compiling information about R&D-based products, programs, and practices schools could use. The information, once compiled, typically took the form of descriptive program catalogs or syntheses of research findings with special emphasis on application of findings in the classroom. Examples of the R&D resource products developed by the RDU projects are:

> *Career Education Product File*, a set of 150 4-page descriptions of R&D-based programs for career education, produced by the Michigan RDU project.
>
> *Knowledge base of R&D outcomes in reading*, a catalog developed by the Northwest Reading Consortium to provide schools with research-based suggestions for classroom practice (e.g., How to use the cloze procedure) and with descriptions of R&D-based reading programs.

Resources describing the RDU projects' experiences and learnings

As part of their requirement to document project events and produce case studies of project activities, several projects developed papers, presentations at professional conferences, and in one case, a series of books describing what had been done and learned. For example:

> *Case studies in program improvement*, developed by The NETWORK, Inc. provides an in-depth look at RDU activities in six schools during and one year after the project. Analysis of themes across the schools is provided in a concluding chapter by Terrence Deal (and others) of the Harvard Graduate School of Education.
>
> *The Florida Linkage System -- a response to educational accountability*, the text of a presentation by the Florida RDU project examining ways in which programs such as RDU can help schools respond to growing demands for accountability.

How the resources were compiled: criteria for inclusion and quality control

The decision to compile the RDU resource materials for dissemination was made well after the program began and the materials were developed. This point is important for potential users of the materials to consider for it carries important implications regarding the effectiveness of the materials.

The resources described in this catalog have *not* been subjected to any formal test of effectiveness; there is no validation accompanying them. Rather, these are materials that were developed, used, and in some instances revised and refined during use in the RDU program. To the extent that there is a testimony to the value of the materials (and the strategies implicit in them) it resides in the fact that the developers will continue to use what they have developed. In nearly every case these materials have become a central part of the programs that will continue as a result of the work begun under the RDU project.

Some checkpoints for quality control were built into the process of compiling the resources and developing this catalog. First, all materials considered for possible inclusion were screened according to the following criteria:

a. Is the material so RDU-specific that others could not make adequate use of it?

b. Is the material sufficiently legible to be easily reproduced (in print and on ERIC microfiche)?

c. Is the material new or is it an existing document (perhaps with a new cover) used by an RDU project?

A number of documents were eliminated from the RDU resource collection on the basis of one or more of these criteria.

Other quality control measures included the development of a field review version of the catalog that was read and critiqued by a group of 40 potential users of the resources. When reviewers examined the nature of the RDU resources to determine whether they appeared to be of use there was a strong positive response indicating an interest in having access to the materials.

Where and how to get copies

Establishing procedures for providing access to the RDU resources has been a major task of the RDU Resource File Development Project. At this writing (October, 1979) there are four ways a user may obtain a copy of or information about materials described in this catalog.

1. Copies may be ordered from the developer or from another source.

   In nearly every case copies of materials described in this catalog may be ordered from either the developer or from another source responsible for distribution. Each product description provides the address and cost (if any) for ordering materials.

2. Copies will be available from ERIC

   Steps are underway to submit the entire set of RDU resource materials to the ERIC system as a special collection. Special collection status will insure that the resources will be cross-referenced within the system so that searchers can easily locate any RDU resource by locating one of them.

Given the six-month processing time required for ERIC, it is anticipated that the RDU materials will be in the ERIC system by spring, 1980.

A small number of materials have already been entered in the ERIC collection. Descriptions of these items include the ERIC document (ED) number.

3. The RDU resources are included in the National Educational Practice File.

Throughout the development of the RDU resource catalog, close contact has been maintained with the staff of the NIE-funded National Educational Practices File Development Project being carried out by Bibliographic Retrieval Services, Inc. of New York. This collaboration has resulted in the inclusion of the RDU resource descriptions in the computerized Practice File data base. This file, currently being pilot tested, is searchable by 14 pilot test sites around the country. It is anticipated that by January, 1980 access to the file will be expanded to include users in every state. Thus, on-line information about the RDU resources will be accessible via the National Educational Practices File at that time. For more information about the National Educational Practices File see the contact information in the Appendix.

4. NIE's Regional Exchanges can assist in locating RDU resource materials.

As part of their efforts to assist states in utilizing resources, NIE's system of Regional Exchanges, based in Regional R&D laboratories can help SEA-based clients locate RDU materials. A list of Regional Exchange agencies is included in the Appendix.

HOW TO USE THIS CATALOG

Information about the RDU resource materials is organized in the catalog by project. Each project section includes:

- a 2-page project description
- a list of the project's resource materials
- 1-2 page description of each resource

The project sections are arranged alphabetically by project title. Each project's materials have been assigned catalog numbers that correspond to the project as follows:

The Consortium The NETWORK, Andover, Mass.	101-107
Florida Linkage System Florida Department of Education	201-215
Georgia R&D Utilization Project Georgia Department of Education	301-314
Northwest Reading Consortium Washington Department of Education	401-410
Pennsylvania School Improvement Program Pennsylvania Department of Education	501-508
Project CEDISS (Career Education Dissemination) Michigan Department of Education	601-603
Project on the utilization of R&D inservice materials National Education Association	701-703

To locate materials developed by the Pennsylvania RDU project, for example, the reader should look for those catalog pages headed with numbers in the 500s.

To locate materials dealing with a certain topic, the reader is referred to the catalog indexes at the end of this section. The content index organizes all of the titles in the catalog by descriptors. ERIC compatible terms have been used in all but a few instances for which no suitable ERIC term exists.

A second index organizes the resources under ERIC descriptors for format or type of materials, e.g., case studies, manuals, checklists, reports, etc.

The description of each resource provides the following information:

Title
Date and source
Type of material (one sentence summary)
Description
Intended users or audience
Cost and availability.

INDEX 1 -- CONTENT

* indicates non-ERIC descriptor used for index term

BASIC SKILLS
211 Educational problem/strategy booklets
212 Educational product information booklets
506 A synthesis of research in basic skills
702 Descriptions of teacher inservice education materials

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314 Selected career education resources for Georgia schools
601 Problem solving: a practical guide to attaining goals
602 Career education product file
702 Descriptions of teacher inservice materials

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702 Descriptions of teacher inservice education materials

COLLABORATION*
107 The Consortium Project: a study of interorganizational collaboration

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407 Thirty-one ways to help your children become good readers
702 Descriptions of teacher inservice education materials

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313	A synthesis of research on reading with recommendations for instruction in Georgia schools
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404	Knowledge base of research and development outcomes in reading
405	How to select elementary reading programs
506	A synthesis of research in basic skills
602	Career education product file
702	Descriptions of teacher inservice education materials

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310	Evaluation checklist
311	Evaluation bibliography
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102	Reflections on the experience of educational linking agents
104	Case studies in program improvement
105	The client: working with linking agents to find and use resources
208	Solution analysis series
305	Implementation: a guide
306	Implementation checklist of steps
307	So you want to implement a new project?
501	Linker's handbook for curriculum improvement strategies
601	Problem solving: a practical guide to attaining goals

INDIVIDUALIZED INSTRUCTION

404	Knowledge base of R&D outcomes in reading
702	Descriptions of teacher inservice education materials

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209	R&D products: search, retrieval, and utilization
213	A system for rapid access of educational R&D product information
703	Administrative report: project on the utilization of R&D inservice education

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701	Using new resources in planning a teacher-centered inservice education program
702	Descriptions of teacher inservice education materials
703	Administrative report: project on utilization of R&D inservice education materials

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102	Reflections on the experience of educational linking agents
103	The "inside" outsiders: a study of three Consortium linking agents
105	The client: working with linking agents to find and use resources
106	The linking agent: the view from the bridge
202	The Florida Linkage System: bridging the research to practice gap -- a response to educational accountability
214	Director of linking agents: providing management and support

215	Management of linking agents: the view ahead
408	Guidelines for developing tailored professional development experiences for linking agents
409	School improvement efforts via linkers and linkage systems
410	An educational leader's process handbook for instructional improvement planning
504	Consultant/linker knowledge and skills inventory
505	Ready resource file for linkers
508	The researcher: working with linking agents to bring research to schools
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501	Linker's handbook for curriculum improvement strategies
601	Problem solving: a practical guide to attaining goals

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402	The use of the Right-to-Read model for instructional improvement
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405	How to select elementary reading programs
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501	Linker's handbook for curriculum improvement strategies
502	Intrinsic analysis training manual
503	The curriculum analysis: an aid to selection, adaptation, and implementation of curricula
508	The researcher: working with linking agents to bring research to schools
601	Problem solving: a practical guide to attaining goals

603	Bias review procedure: a procedure for detecting and documenting sex, race, and other biases in educational materials
703	Administrative report: project on the utilization of R&D inservice education materials

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407	Thirty-one ways to help your children become good readers
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* indicates non-ERIC descriptor used for index term

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603 Bias review procedure: procedures for detecting and documenting sex, race and other biases in educational materials

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305 Implementation: a guide

308 Workbook on program evaluation

405 How to select elementary reading programs

410 An educational leader's process handbook for instructional improvement planning

501 Linker's handbook for curriculum improvement strategies

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407	Thirty-one ways to help your children become good readers
408	Guidelines for developing tailored professional development experiences for linking agents

TRAINING MATERIALS*

204	A training program to facilitate problem solving and decision making in schools

DESCRIPTIONS OF THE RDU PROJECTS AND RESOURCES

THE CONSORTIUM

The NETWORK, Andover, Massachusetts

PROJECT STRUCTURE

The Consortium was a collaborative effort among different types of school service agencies in six states: Far West Laboratory in California; Area Cooperative Educational Services in Connecticut; KEDDS-Link System in Kansas; Minneapolis Public Schools/University of Minnesota Teacher Center (The EXCHANGE); Yakima Public Schools in Washington; and The NETWORK, Massachusetts.

Each agency housed a full-time linking agent and a person who provided supervision and support for the linker. The central coordinating unit for the project was housed at The NETWORK in Andover, Massachusetts.

SCHOOLS

30 schools located in California, Connecticut, Kansas, Massachusetts, Minnesota, and Washington

LINKERS

6 full-time linkers

Modus operandi: Consortium linkers managed program improvement efforts in each school. They assumed leadership for identifying and coordinating all resources, people, and events required for effective program change in the school.

SCHOOL TEAM

Program Review Team: With the support of the school administration, linkers interviewed teachers and staff to identify key leaders and respected personnel in each site. Using interview data, the linkers worked with the principal to select Program Review Team members, one of whom was designated by the team as key contact person for the linker. The principal was typically a member of the 6-10 person group that included teachers, parents, and specialists.

PROBLEM SOLVING APPROACH AND SERVICES

Each school followed a problem solving approach tailored by the linker and the Program Review Team to meet the needs of the individual site. The use of consistent problem solving activities or materials across schools was not required by the project but each school's approach followed the Consortium's program improvement milestones.

As they worked with the Program Review Teams, linkers helped by modeling effective problem solving behaviors, facilitating team discussions and decision making, and providing training and resources as needed.

Linkers were on-site in the schools on the average of once each week throughout the course of the project.

R&D RESOURCES AND SERVICES

Content area: Reading

- The project developed catalogues of program descriptions and sample materials for each linker to use as s/he deemed appropriate with each school.
- On behalf of each school the linker could also request customized information packages from central project resource staff.
- Project funds supported training and implementation costs in each school including teacher released time, consultants, and materials.

OTHER RESOURCE AGENCIES

Linkers drew upon the services and resources in their home agencies to complement the assistance schools received from the project.

LINKER TRAINING AND SUPPORT

- The project conducted week-long linker orientation and planning workshops in the first month and again in the third month of the contract, with twice yearly linker support workshops thereafter. Workshops were collaboratively planned by project staff with linkers and their supervisors.
- A full-time linker support specialist at the project maintained regular contact with linkers and consulted with them on-site about twice each year.

- The linkers kept in regular contact with each other to share news, problems, and ideas.
- The project supported a person (about 20% time) within each agency to provide the linker with supervision and support.
- Role specific resource materials were developed to aid the linker in carrying out work with schools.

PROJECT RESOURCES

RDU Catalog Number	Title	What it is/How it was used
101	The linking agent's tool kit	*used by 6 linkers to develop and refine strategies for helping schools*
102	Reflections on the experience of educational linking agents	*to share learnings about linking agent roles*
103	The "inside" outsiders: a case study of three Consortium linking agents	*in-depth look at role and experiences of 3 linkers*
104	Case studies in program improvement	*in-depth, descriptive study of six schools' RDU experiences*
105	The client: working with linking agents to find and use resources	*AERA presentation by assistant superintendent in one of project schools*
106	The linking agent: the view from the bridge	*AERA presentation describing first year of linker's work with schools*
107	The Consortium Project: a study of interorganizational collaboration	*descriptive study of project's structure and organization*

FOR MORE INFORMATION

David Max McConkey, Director
The NETWORK, Inc.
290 South Main Street
Andover, Massachusetts 01810
617-470-1080

TITLE: THE LINKING AGENT'S TOOL KIT

1979

DATE & SOURCE:
John J. Ford, III, Leslie F. Hergert, Eds.
The Consortium Project
The NETWORK, Inc.
Andover, Massachusetts

TYPE OF MATERIAL: A materials guide containing resources and information that linkers can use to make decisions and develop strategies related to helping schools select and implement new programs.

DESCRIPTION: The Linking Agent's Tool Kit, developed in a prototype version during the second year of this R&D Utilization project and subsequently revised, contains information, articles, forms, checklists, and other print materials indexed and organized according to the major tasks Consortium Project linkers performed.

The first part of the Tool Kit is a description of the linking agent's role which includes discussion on understanding and changing schools, the politics of schools, organization theory and the kinds of skills -- consulting skills, group process skills and training skills -- that linkers need.

The second part of the Tool Kit is an anthology of resource materials related to six linker tasks: initiating a relationship with the school, defining the problem to be addressed, selecting a program, implementing the selected program, evaluating the program, and disengaging from the school.

Rather than prescribing how a linker should help a school carry out a program improvement effort, the Tool Kit provides the linker with a variety of resource materials which the linker can read and use to inform his/her own strategies.

The Tool Kit has been used extensively by linkers in six agencies. This version

	incorporates changes and revisions based on their experiences and comments. 700 pages.
INTENDED USERS:	Linking agents and other persons (inside or outside of school systems) who serve as educational change agents.
COST & AVAILABILITY:	Available from ERIC, Spring, 1980. May be purchased for $35/copy from: The NETWORK, Inc. 290 South Main Street Andover, Massachusetts, 01810

TITLE: REFLECTIONS ON THE EXPERIENCE OF EDUCATIONAL LINKING AGENTS

DATE & SOURCE:
Richard C. Harris, Ed.
The Consortium Project
The NETWORK, Inc.
Andover, Massachusetts

TYPE OF MATERIAL: A collection of papers written by six linking agents from The Consortium Project. Each paper describes the author's experience and learnings regarding different aspects of the linker's job.

DESCRIPTION: This publication contains observations on a variety of aspects of the linking agent's role, from beginning work with a school or district through problem identification and planning to eventual disengagement. The papers address topics such as identifying schools that are ready candidates for program improvement, facilitating the relationship between program trainers and school staffs, the linker's role during implementation, and approaches to training and supporting linking agents.

120 pages.

INTENDED AUDIENCE: Linking agents and other persons (inside or outside of school systems) who serve as educational change agents.

COST & AVAILABILITY: Available from ERIC, Spring, 1980.

May be purchased for $10/copy from:

The NETWORK, Inc.
290 South Main Street
Andover, Massachusetts 01810

TITLE: THE "INSIDE" OUTSIDERS: A STUDY OF THREE CONSORTIUM LINKING AGENTS

DATE & SOURCE: 1979

Beverly Loy Taylor
The Consortium Project
The NETWORK, Inc.
Andover, Massachusetts

TYPE OF MATERIAL: A case study of three linking agents in NIE's R&D Utiliization Program based on interviews and project documentstion.

DESCRIPTION: The Consortium Project, one of seven NIE-funded R&D Utilization projects employed six full-time staff called linking agents. Each linking agent worked closely with five schools over a three year period, helping them select and implement new reading programs in response to identified needs for improvement. This case study, focused on three of the project's linkers, analyzes their prior experiences, documents their work on the R&D Utilization project, and attempts to explain how they became important partners in the school improvement efforts of 12 schools.

The study begins with general questions concerning the intended role of the linking agent within the Consortium Project. The background of the school sites is then explored with an historical account of the phases of the linking agent's work with them: entry, problem identification, selection of a new program, training and implementation, and disengagement. The effects on the schools, on the linker and on his/her agency are analyzed, as well as the qualities of the linking agent's role that inhibited or facilitated the effectiveness of the schools' program improvement efforts.

150 pages.

INTENDED AUDIENCE: Linking agents, their supervisors, and others interested in the role and functions of educational linking agents.

COST &
AVAILABILITY: Available from ERIC, Spring, 1980.

May be purchased for $10.00/copy from:

The NETWORK, Inc.
290 South Main Street
Andover, Mass. 01810

TITLE: CASE STUDIES IN PROGRAM IMPROVEMENT

DATE & SOURCE: 1979

Christopher J. Drew, Ed.
The Consortium Project
The NETWORK, Inc.
Andover, Massachusetts

TYPE OF MATERIAL: A set of case studies of the program improvement efforts undertaken by six schools that participated in one of NIE's R&D Utilization Projects.

DESCRIPTION: Six schools, located in urban, rural, and suburban areas were selected from among the 30 schools participating in the three-year Consortium Project for in-depth study. Over the course of the project data collected through on-site observation, interviews, and instrumentation was analyzed and compiled to develop detailed studies of the school's program improvement experiences. In particular, the studies examine factors and conditions that influenced each school's program selection and implementation efforts, and subsequent results.

The six studies are followed by a discussion of cross-site themes and issues developed by a team of researchers headed by Terrance Deal of Harvard University.

315 pages.

INTENDED AUDIENCE: Persons interested in learning about program improvement efforts from specific cases of schools where such efforts were undertaken.

COST & AVAILABILITY: Available from ERIC, Spring, 1980

May be purchased for $10/copy from:

The NETWORK, Inc.
290 South Main Street
Andover, Mass. 01810

TITLE: THE CLIENT: WORKING WITH LINKING AGENTS TO FIND AND USE RESOURCES

DATE & SOURCE: 1978

Robert V. Barbaresi, Assistant Superintendent
Chelsea Public Schools
Chelsea, Massachusetts

TYPE OF MATERIAL: Text of a paper presented at the American Educational Research Association Annual Meeting, 1978.

DESCRIPTION: This paper examines the problem of getting research into schools from the viewpoint of a school administrator. The author discusses the reasons why it is difficult for schools to readily develop or easily locate research-based curricular programs, and describes his district's experience working with an educational linking agent to find and implement a new reading program.

Ways in which the linking agent helped the school formulate a program improvement team, determine the kind of program change it wanted, identify alternatives for review, make a selection, and implement the new program are described.

The paper concludes with a discussion of factors that appear to contribute to the effectiveness of the linking agent in assisting school improvement.

6 pages.

INTENDED AUDIENCE: Teachers and administrators interested in ways to use consultants and service agencies to find and use resources.

COST & AVAILABILITY: This paper is available in ERIC:

ED 157 177

TITLE THE LINKING AGENT: THE VIEW FROM THE BRIDGE

DATE & SOURCE: 1978

Leslie F. Hergert
The Consortium Project
The NETWORK, Inc.
Andover, Massachusetts

TYPE OF MATERIAL: Text of a paper presented at the American Education Research Association Annual Meeting, 1978.

DESCRIPTION: This paper describes, in a linking agent's own words, what she did during the first year and a half of a three year project to help four schools select and implement new reading programs.

The author describes her job as consisting of process assistance and resource linkage and provides anecdotes and specific examples of her work in each area.

The concluding section of the paper focuses on two kinds of assistance the linking agent provided when the client schools began implementing their new programs. Specifically, the linker's efforts were directed toward helping the school integrate the new program, as well as helping the individual staff become comfortable and proficient in using it.

11 pages.

INTENDED AUDIENCE: Linking agents, consultants and others interested in ways that persons external to schools can help improve school practice.

COST & AVAILABILITY: This paper is available in ERIC:

ED 152 761

107

TITLE: THE CONSORTIUM PROJECT: A STUDY OF INTERORGANIZATIONAL COLLABORATION

DATE & SOURCE: 1979

Christopher J. Drew
The Consortium Project
The NETWORK, Inc.
Andover, Massachusetts

TYPE OF MATERIAL: A case study describing the organization and operation of The NETWORK's six-state Consortium Project, funded as part of the National Institute of Education's R&D Utilization Program.

DESCRIPTION: The Consortium Project entailed the three-year collaboration of six geographicaly dispersed linking agencies. This study describes the origins, primary characteristics, and major activities of this temporary organization; analyzes the Consortium Project's operation from the perspective of such variables as goals, communication, decision-making, roles, and collaboration; and interprets project experiences in light of key issues such as the training and support of linking agents, combining research and service delivery, and the effects on organizations of collaborating in a temporary system.

75 pages.

INTENDED AUDIENCE: Designers, managers of, and participants in interorganizational collaborative arrangements; students, policymakers, and others interested in interorganizational collaboration

COST & AVAILABILITY: Available from ERIC, Spring, 1980.

FLORIDA LINKAGE SYSTEM (FLS)

Florida State Department of Education

PROJECT STRUCTURE

In addition to assisting 28 schools with program improvement efforts, the Florida R&D Utilization project focused on developing a within-state system to link the dissemination/diffusion unit of the state education agency, the education departments of several Florida universities, and eight of the state-funded Teacher Education Centers (TECs).

The project's linking agents were each housed in one of the Teacher Education Centers.

SCHOOLS

28 Florida schools located in the regions served by the eight Teacher Education Centers.

LINKERS

8 linkers whose time on the project ranged from half to full-time

Modus operandi: Each FLS linker was a staff member of the Teacher Education Center where s/he was housed, though linker salaries were supported by the project. The linker assisted the schools' problem solving efforts as needed (either at the school's initiation or at the linker's) and monitored the school's progress. Linkers also served as liaison to services and resources available to schools from the project headquarters and participating universities.

SCHOOL TEAM

FLS School Site Facilitator Team: Each school participating in the project identified a three member facilitator team including teacher(s), a curriculum specialist, and an administrator to facilitate the problem solving process.

PROBLEM SOLVING APPROACH AND SERVICES

The School Site Facilitator Teams from each school and the eight linking agents received in-depth training in problem solving and decision making at the beginning of the project.

The project also provided school site teams with manuals to guide them through a problem solving process to review program alternatives, select a program, and develop implementation plans.

Throughout the process, the linker provided facilitation as well as print and human resources.

R&D RESOURCES AND SERVICES

Content area: Basic Skills

The project had a special component, the Options from R&D Unit, to collect information about available R&D-based programs in the basic skill areas and to compile materials for schools to review.

Two types of information were provided in the project. The first type, problem strategy booklets, provided information based on research findings about instructional techniques for common basic skills problems. The second type, product information booklets, described effective programs according to the teaching strategies employed.

OTHER RESOURCE AGENCIES

Staff from several state universities assisted schools through the Florida Linkage System project by consulting with school site teams and with linkers, describing R&D-based programs and findings from research, and training linkers and school site teams in problem solving skills.

LINKER TRAINING AND SUPPORT

The Florida Linkage System's strategies for linker support and supervision included:

- Training in problem solving and decision making at the beginning of the project

- Monthly meetings of all linkers to help them share with and learn from each other

- Weekly phone contact by associate project director with each linker.

PROJECT RESOURCES

RDU Catalog Number	Title	What it is/How it was used
201	The Florida Linkage System: a "people approach" to problem solving	*describes FLS services and procedures*
202	The Florida Linkage System: bridging the research-to-practice gap -- a response to educational accountability	*discusses relationship between current accountability movements and schools' use of resources for program improvement*
203	A description of the Florida Linkage System training program	*outlines goals, objectives, outcomes of 25 module training program*
204	A training program to facilitate problem solving and decision making in schools	*Used to train project linkers and staff from 28 schools*
205	A catalog of products that can aid schools in doing organization development and needs assessment	*used by schools to identify products and resources for needs assessment*
206	Guidelines for school use in initiating a search for R&D information	*used to train schools to develop criteria for reviewing and choosing new programs*
207	Selecting R&D products to meet school needs	*used by schools to develop criteria for reviewing and choosing new programs*
208	Solution analysis series	*used by schools to select from among several program alternatives*
209	R&D products: search, retrieval and utilization	*AERA presentation describes problems encountered with R&D problem/solution "matching" model*
210	Diagnostic test requirements for reading in the elementary grades	*helps schools identify and select appropriate reading tests*
211	Education problem strategy booklets	*provide schools with information about effective instructional strategies for specific problems*

RDU Catalog Number	Title	What it is/How it was used
212	Educational product information booklets	*provide schools with information about effective products/programs*
213	A system for rapid access of R&D product information	*describes operation and organization of FLS resources information base*
214	Director of linking agents: providing management and support	*AERA presentation describes strategies for supporting the work of linkers*
215	Management of linking agents: the view ahead	*AERA presentation describes FLS linker support and training*

FOR MORE INFORMATION

Ingeborg G. Fahs, Director
Florida Linkage System
Office of Dissemination/Diffusion
Florida Department of Education
Knott Building
Tallahassee, Florida 32304
904-487-1078

TITLE: THE FLORIDA LINKAGE SYSTEM: A "PEOPLE APPROACH" TO PROBLEM SOLVING

DATE & SOURCE: 1979

Margaret Dyreson
Florida Linkage System
Florida Department of Education

TYPE OF MATERIAL: A descriptive guide to services offered Florida schools by the Florida Linkage System.

DESCRIPTION: The Florida Linkage System (FLS) coordinated by the Florida Department of Education provides support for school program improvement in two ways. First, FLS provides information, training and consultation to teachers and administrators concerning all aspects of program change or improvement. Second, FLS helps schools apply a seven step model for systematic problem solving:

1. Someone perceives a need for change
2. Analyze the problem situation
3. Determine solution requirements
4. Search for potential solutions
5. Select the "best" solutions
6. Plan for implementation and evaluation
7. Follow through and give feedback to the school community

The experiences of two fictitious school communities -- Bridgeton and Gatorville -- are described in the guide to illustrate the kinds of services and assistance the Florida Linkage System has provided to schools involved in the Florida RDU Project.

65 pages.

INTENDED USERS: Educators in Florida interested in services provided by the Florida Linkage System; educators in other states interested in models for program improvement services coordinated by SEAs.

COST & AVAILABILITY:	Available from ERIC, Spring, 1980.

May be purchased for $2.50/copy from:

Office of Dissemination/Diffusion
Florida Department of Education
Knott Building
Tallahassee, Florida 32304

TITLE: THE FLORIDA LINKAGE SYSTEM: BRIDGING THE RESEARCH-TO-PRACTICE GAP -- A RESPONSE TO EDUCATIONAL ACCOUNTABILITY

DATE & SOURCE: 1978

Ingeborg G. Fahs
Office of Dissemination/Diffusion
Florida Department of Education

TYPE OF MATERIAL: Paper presented at the First Congress of Education, Toronto, Canada, 1978.

DESCRIPTION: This paper describes ways that the recent accountability movement in Florida (and in other states) may create incentives for schools to use services and agencies that provide resources for improved educational practice.

This paper describes the organization and operation of one such resource agency -- The Florida Linkage System -- a network of persons at the state, sub-state, and local levels who work together to accomplish six goals:

1. to diagnose problems that impair student performance in the basic skills and other areas
2. to link schools with the best available educational programs to meet their needs
3. to link schools with people who can provide expert assistance
4. to help schools locate financial resources required to implement solutions
5. to build the capacity of the school to solve problems
6. to assist schools to develop inservice programs tailored to their needs

9 pages

INTENDED AUDIENCE: Persons interested in the design of state-level systems for linking educators with resources.

COST & AVAILABILITY:	Single copies available at no charge from:

Ingeborg G. Fahs
Florida Linkage System
Office of Dissemination/Diffusion
Knott Building
Florida Department of Education
Tallahassee, Florida 32304

Available from ERIC, Spring, 1980.

203

TITLE: A DESCRIPTION OF THE FLORIDA LINKAGE SYSTEM TRAINING PROGRAM

DATE & SOURCE: 1978

Florida Linkage System
Florida Department of Education

TYPE OF MATERIAL: A booklet summarizing the content and objectives of each module in the Florida Linkage System training program.

DESCRIPTION: The Florida Linkage System training program includes twenty-five modules to provide school personnel with skills and resources for problem-solving. The program description outlines the purposes, expected outcomes, and applications of the skills and information covered in each module. The length and format of the training program are described and information about how to obtain training consultant assistance is also included.

12 pages.

INTENDED USERS: Trainers, consultants, administrators and other persons interested in training for problem-solving and decision-making.

COST & AVAILABILITY: Available from ERIC, Spring, 1980.

May be purchased for $1.00/copy from:

Florida Linkage System
Office of Dissemination/Diffusion
Knott Building
Florida Department of Education
Tallahassee, Florida 32304

TITLE: A TRAINING PROGRAM TO FACILITATE PROBLEM-SOLVING AND DECISION MAKING IN SCHOOLS

DATE & SOURCE: 1978

William H. Drummond, Anna Nuernberger
Office of Dissemination/Diffusion
Florida Department of Education

TYPE OF MATERIAL: A complete training program consisting of twelve sets of training modules (25 in all) with materials for participants and a Trainer's Handbook

DESCRIPTION: This training program introduces school personnel to methods and resources for group problem-solving and decision-making. The program focuses on developing and refining skills for communication, data gathering, problem analysis, decision making, goal setting and program development.

A primary objective of the training is to enable participants to become more effective group members. Throughout the program, activities focus on making participants aware of ways in which an individual's behavior relates to and influences the functioning of the group. A related program objective is to facilitate the development of trust and communication among group members.

Activities for each module are structured to combine theory with practice in a DO-LOOK-LEARN strategy.

DO: A situation is created in which the focus is on activity
LOOK: Participants examine activities, assess what happened and why
LEARN: Participants relate skills and insights to back-home situations

The program is designed for use in a continuous sequence over five or six days in a setting other than the participants' work place. Each module is about ninety minutes in length.

The training is designed to be done in teams of 4-6 persons, each team representing a school. Team members should include the principal and 2-3 teachers. Other team members may be district-level staff such as curriculum coordinators, linking agents, SEA staff, etc.

An experienced trainer is required to facilitate the program. The developers strongly recommend that the trainer be a person who has completed the program. A group of Florida training consultants including persons from school districts, universities, and the State Department of Education are available to conduct the program.

INTENDED USERS:

The skills and methods the program teaches should be of use to any school interested in improving staff skills in problem-solving and decision making.

COST & AVAILABILITY:

The training materials may be purchased (for cost of reproduction) in both trainer and participant versions. Information about the training program and trainers who can facilitate the program is available from:

Panhandle Area Educational Cooperative
411 West Boulevard
Chipley, Florida 32428
Attn: Lester Kitchings

TITLE:

A CATALOGUE OF PRODUCTS THAT CAN AID SCHOOLS IN DOING ORGANIZATION DEVELOPMENT & NEEDS ASSESSMENT

DATE & SOURCE:

1979

Margaret Dyreson
Florida Linkage System
Florida Department of Education

TYPE OF MATERIAL:

A catalogue describing products and materials schools can use to improve organizational functioning and/or to assess needs within the school system.

DESCRIPTION:

This catalogue provides brief summaries and information for ordering 40 different products and resources for organization development and needs assessment in schools. Each item described in the catalogue may be used in conjunction with staff development activities aimed at improving the climate or communication or awareness of needs within a school system.

Twenty-six items having to do with organization development are included in the catalogue. These materials focus on helping schools understand and/or develop skills in the areas of group process, interpersonal communications, problem solving, planning for change, and improving relationships in complex school organizations.

Ten needs assessment products/resources are described in the catalogue. Each is designed to help school staff gather demographic information and survey the school community to identify needs in the curriculum and in the school organization.

The catalogue is divided in three sections: I. Organization Development Products, II. Needs Assessment Products, III. Research Findings on Organization Development and Needs Assessment. Products in each section are arranged in alphabetical order by product names and/or title of the document.

33 pages.

INTENDED USERS:	School staffs and others interested in resources for assessing needs and planning changes in schools.
COST & AVAILABILITY:	Available from ERIC, Spring, 1980. May be purchased for $1.80/copy from: Office of Dissemination/Diffusion Florida Department of Education Knott Building Tallahassee, Florida, 32304

TITLE: GUIDELINES FOR SCHOOL USE IN INITIATING A SEARCH FOR R&D INFORMATION

DATE & SOURCE: 1977

John Moscicki
Florida Linkage System
Florida Department of Education

TYPE OF MATERIAL: A manual to teach school staff how to formulate a request for an information search.

DESCRIPTION: Each school participating in the Florida RDU project had a team of staff responsible for identifying needs in the basic skills and requesting information about R&D-based programs to meet the needs.

Guidelines for School Use in Initiating a Search for R&D Information outlines the kinds of information about a school and its requirements that an information/resource agency needs in order to match products or programs with problems identified by the schools. Among the topics suggested for inclusion in a search request are:

Your school and its community
Current status of the situation
Current curriculum and materials
Current teaching practices
Essential decisions leading to search request
Specific changes desired
Goals for change
General nature of solution sought
Other questions

The manual includes a sample search request to illustrate the level of detail a school should provide in addressing each topic.

20 pages.

INTENDED USERS: Teachers, administrators, information specialists, and other persons interested in procedures for formulating information search requests.

COST &
AVAILABILITY: Available from ERIC, Spring, 1980.

Single copies available at no cost from:

Florida Linkage System
Office of Dissemination/Diffusion
Knott Building
Florida Department of Education
Tallahassee, Florida 32304

TITLE: SELECTING R&D PRODUCTS TO MEET SCHOOL NEEDS

DATE & SOURCE: 1977

Robert M. Gagne, Margaret Dyreson, John Moscicki
Florida Linkage System
Florida Department of Education

TYPE OF MATERIAL: A manual to teach school staff how to use a Product Description Checklist to review and select instructional programs.

DESCRIPTION: The Florida R&D Utilization project developed a Product Description Checklist to help a school determine whether a program or product being considered for adoption is suited to its needs. This manual tells how to use the Product Description Checklist to compare the current instructional program with the new program in nine key areas:

- evidence of validation
- classroom organization
- student activities
- teacher activities
- materials used
- administration
- parental involvement
- learning strategy
- objectives

A copy of the Checklist and materials for use in a simulation exercise are included in the manual.

18 pages.

INTENDED USERS: School staff or other persons interested in procedures for reviewing and selecting instructional programs.

COST & AVAILABILITY: Available from ERIC, Spring, 1980.

Single copies available at no cost from:

Florida Linkage System
Office of Dissemination/Diffusion
Florida Department of Education
Knott Building
Tallahassee, Florida 32304

TITLE: SOLUTION ANALYSIS SERIES

DATE & SOURCE: 1979

Cynthia K. Hoffman
Florida Linkage System
Florida Department of Education

TYPE OF MATERIAL: Three self-instructional manuals to help a school select an educational product or program from among several alternatives.

DESCRIPTION: The Solution Analysis Series is a set of three step-by-step manuals to help a school that has identified a number of programs suitable for adoption make a final decision and develop a plan to implement the one that best meets its needs.

Guidebook I: Narrowing the Alternatives outlines four steps to weed out all but the most promising alternatives. Diagnostic questions and a Program Review Sheet to aid in the narrowing process are included.

Guidebook II: Rating the Costs and Benefits provides worksheets for determining the costs and resource requirements for each program being considered.

Guidebook III: Developing a Work Action Plan includes information and planning sheets to create a detailed implementation schedule for the selected program.

A Linker's Guide to the Solution Analysis Series is available. It provides tips and suggestions for helping a school group use the process outlined in the series.

INTENDED USERS: School staff, linking agents, or other persons interested in procedures for selecting and implementing a new program.

COST & AVAILABILITY:

Guidebooks I and II:	$1.25/each
Guidebook II:	$1.50
Linker's Guide:	$1.00

May be purchased from:

Florida Linkage System
Office of Dissemination/Diffusion
State Department of Education
Knott Building
Tallahassee, Florida 32304

Available from ERIC, Spring, 1980.

TITLE: R&D PRODUCTS: SEARCH, RETRIEVAL, AND UTILIZATION

DATE & SOURCE: 1979

Ingeborg G. Fahs
Florida Department of Education
Robert M. Gagne
Florida State University

TYPE OF MATERIAL: Text of paper presented at American Educational Research Association Annual Meeting, April 1979.

DESCRIPTION: This paper describes some problems encountered by the Florida R&D Utilization project trying to help schools identify the best available programs for meeting locally defined basic skills needs by following a seven-step process:

1. describe the problem (school)
2. interpret the problem statement (project)
3. conduct a search (project)
4. retrieve outcomes (project)
5. screen the outcomes (project)
6. consider the options (school)
7. prepare for adoption/adaptation (school/project)

Examples of problems encountered were:

- The quality of schools' problem statements varied greatly. Substantial discussion between project and school staff was required to clarify the nature of the need.
- There are not "products" to meet every identified need, therefore, an information search must also try to find generalizable research findings that may apply.
- Schools often re-define their problems based on a review of possible solutions.
- Schools required significant assistance to develop workable plans for implementation.

INTENDED USERS: Persons interested in procedures for helping schools identify and select R&D-based programs.

COST & AVAILABILITY: Available from ERIC, Spring, 1980.

Single copies available at no charge from:

Florida Linkage System
Office of Dissemination/Diffusion
Knott Building
Florida Department of Education
Tallahassee, Florida 32304

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TITLE:	DIAGNOSTIC TEST REQUIREMENTS FOR READING IN THE ELEMENTARY GRADES
DATE & SOURCE:	1978 Robert M. Gagne Florida Linkage System Florida Department of Education
TYPE OF MATERIAL:	A resource guide dsescribing diagnostic test requirements for student placement in elementary school reading programs.
DESCRIPTION:	This resource guide, based on contemporary research evidence and theory, helps teachers evaluate tests and test results used to place students in graded reading programs at the primary level. The report assumes that reading instruction takes place in a regular (rather than special needs) classroom and that a basal reading series is used. Twenty-one benchmark skills for reading diagnosis are identified. A four page bibliography is included. 43 pages.
INTENDED USERS:	Teachers and others concerned with diagnostic testing of students for placement in reading programs.
COST & AVAILABILITY:	May be purchased for $1.80/copy from: Florida Linkage System Office of Dissemination/Diffusion Florida Department of Education Knott Building Tallahassee, Florida 32304 Available from ERIC, Spring, 1980.

TITLE: EDUCATIONAL PROBLEM/STRATEGY BOOKLETS

DATE & SOURCE: 1979

Margaret Dyreson
Florida Linkage System
Florida Department of Education

TYPE OF MATERIAL: Four resource guides describing strategies teachers can use for specific instructional problems in the basic skill areas.

DESCRIPTION: Each problem/strategy booklet discusses a specific problem related to basic skill instruction, identifies questions teachers should consider in trying to solve the problem, and describes alternative research-based instructional strategies teachers can use to address each problem.

A total of four problem/strategy booklets will be developed. The first is currently available (October, 1979). Three others will be completed during 1980. The series when complete, will include:

- Strategies to Remediate Students Who Performed Poorly on the Florida Assessment Test Grades 3 to 5 (June, 1979)
- Strategies for Non-readers and Poor Readers, Grades 4 - 6 (Summer, 1980)
- Strategies for Beginning Readers (Summer, 1980)
- Strategies for Parent Involvement (Summer, 1980)

INTENDED USERS: Teachers, school administrators, and others concerned with improving student achievement in the basic skills.

COST & AVAILABILITY: May be purchased for $.65/copy from:

Florida Linkage System
Office of Dissemination/Diffusion
Florida Department of Education
Knott Building
Tallahassee, Florida 32304

Available from ERIC, Spring, 1980.

TITLE: EDUCATIONAL PRODUCTS INFORMATION BOOKLETS

DATE & SOURCE: 1979

Margaret Dyreson
Florida Linkage System
Florida Department of Education

TYPE OF MATERIAL: A series of resource catalogs describing effective basic skills programs.

DESCRIPTION: Each Educational Products Information Booklet provides a 2-3 page discussion of one aspect of basic skills instruction followed by descriptions of effective programs for that instructional area. Descriptions cover program focus, grade level, components, and start-up costs per pupil.

Educational Products Information Booklets are available for the following topics:

- Reading Instruction Based on Identification of Student Performance Needs
- Spelling Programs for Elementary Grades
- Math Skills Programs Using Tutors
- Reading Skills Programs Using Tutors
- "Pull-Out" Programs for Basic Skills Instruction
- Basic Skills Programs Featuring Direct Teaching
- Math Instruction Based on Identification of Student Performance Needs
- Language Arts Instruction Based on Identification of Student Performance Needs

INTENDED USERS: Teachers, school administrators and others looking for effective basic skills programs.

COST & AVAILABILITY:	May be purchased for $1.00/each from:

Florida Linkage System
Office of Dissemination/Diffusion
Florida Department of Education
Knott Building
Tallahassee, Florida 32304

Available from ERIC, Spring, 1980.

TITLE: A SYSTEM FOR RAPID ACCESS OF EDUCATIONAL R&D PRODUCT INFORMATION

DATE & SOURCE: 1977

Margaret Dyreson
Florida Linkage System
Florida Department of Education

TYPE OF MATERIAL: A report describing a system for organizing information about educational products and programs into a manually searchable information file.

DESCRIPTION: To help schools select R&D-based programs for reading and math, the Florida R&D Utilization Project collected an array of research studies, sample products, teacher manuals, evaluative data, and product catalogs describing such programs. Given the vast quantity of material to be searched and the variety of requests received, the project sought a way to make the information on hand rapidly accessible in the terms used by schools to define their needs. The Rapid Access System was designed to resolve the difficulties of cataloguing diverse types of information and searching the information in response to problem-focused requests.

This paper describes the design of the information file and the mechanics of setting up and using the system which includes a card index, a key word system for coding requests, and procedures for entering materials into the file. The key word list and a glossary of terms related to the operation of the system are appended to the paper.

16 pages.

INTENDED USERS: Persons concerned with the design, maintenance and operation of educational information files or resource banks.

COST & AVAILABILITY: May be purchased for $1.00 from:

Florida Linkage System
Office of Dissemination/Diffusion
Florida Department of Education
Knott Building
Tallahassee, Florida 32304

Available from ERIC, Spring, 1980.

214

TITLE: DIRECTOR OF LINKING AGENTS: PROVIDING MANAGEMENT AND SUPPORT

DATE & SOURCE: 1978

Claire W. Duncan
Florida Linkage System
Florida Department of Education

TYPE OF MATERIAL: Text of paper presented at the American Educational Research Association Annual Meeting, March 1978.

DESCRIPTION: This paper describes the Florida Linkage System and the support it provides for linking agents based in Teacher Education Centers in the state of Florida. The goals of the Florida Linkage System, the selection procedures employed in finding linking agents, the relationships linking agents enjoy as part of the school district and as part of the Teacher Education Center, and the functions and duties of the Florida linking agents are also described.

INTENDED AUDIENCE: Managers of linking agents, state departments of education and other agencies involved in training and supporting linking agents; linking agents.

COST & AVAILABILITY: This paper is available from ERIC:

ED 151 331

TITLE:	MANAGEMENT OF LINKING AGENTS: THE VIEW AHEAD
DATE & SOURCE:	1979 Claire W. Duncan Florida Linkage System Florida Department of Education
TYPE OF MATERIAL:	Text of paper presented at the American Educational Research Association Annual Meeting, April 1979.
DESCRIPTION:	This paper examines some roadblocks to change confronting schools, and related conditions confronting linking agents who are helpers in a school change effort. The author describes the linker training process in the Florida Linkage System, an NIE supported project to establish linking agents in all Florida school districts. Assistance available to linkers through the state department of education, universities, and at the district level is also discussed. This paper emphasizes the need for a strong linker support system, at least until such time as the linkers are able to increase school district capacities on their own.
INTENDED USERS:	Managers of linking agents, state departments of education and other agencies that employ linking agents.
COST & AVAILABILITY:	Available from ERIC, Spring, 1980. Single copies available at no charge from: Florida Linkage System Office of Dissemination/Diffusion Florida Department of Education Knott Building Tallahassee, Florida 32304

GEORGIA R&D UTILIZATION PROJECT

Georgia State Department of Education

PROJECT STRUCTURE

The Georgia R&D Utilization Project was designed to strengthen and coordinate program improvement services provided by the State Department of Education and the Cooperative Education Service Agencies (CESAs) throughout the state. To achieve this goal, the project supported eight linkers in three CESAs to help schools identify problem areas and develop plans for improvement.

SCHOOLS

38 Georgia schools located in areas served by three Cooperative Education Service Agencies (CESAs)

LINKERS

8 linkers, whose time on the project ranged from 25% (6) to 50% (1) to full-time (1)

Modus operandi: The Georgia RDU project experimented with different modes of linker operation. In one CESA, the four 25% linkers were generalists, each with overall responsibility for serving 3-4 school districts. In a second CESA, a half-time linker worked as a planning consultant to schools with assistance from two 25% time content specialist linkers. The third CESA employed a full-time linker whose time was devoted solely to RDU project activities.

SCHOOL TEAM

RDU Steering Committee: Each district was represented by a district-wide planning committee composed of central office staff, principals, teachers, community members and, sometimes, students. Committees ranged in size from 8 to 25 members, typically invited by the superintendent. The committee chairperson, usually a central office representative, served as RDU coordinator for the district.

PROBLEM SOLVING APPROACH AND SERVICES

The Georgia project developed a variety of materials to help the school steering committees work through a sequential problem solving process. Organized around four major problem solving phases, the materials include manuals, checklists, and resource guides for conducting a needs assessment, selecting a new program, planning for implementation, and evaluating the program.

The CESA linkers helped the school steering committees to use the problem solving resources and the project provided small grants to support teacher time spent on steering committee work.

R&D RESOURCES AND SERVICES

Content areas: Reading, Math, Career Education

- The project developed three volumes summarizing classroom applications of key research findings in reading, mathematics and career education
- Information about R&D-based programs and resources was compiled in a catalogue that was distributed to each school
- Individualized information searches were prepared in response to school requests by the SEA.
- Each year the project sponsored an "Education Exchange" bringing 20-30 model programs for reading, math, career education, and educational problem solving together for 3 days of workshops, seminars and materials displays.

OTHER RESOURCE AGENCIES

- The project coordinated the services of university-based consultants and evaluators to assist schools with planning and implementing selected programs
- Within the Georgia Department of Education, the RDU project was coordinated with the Title IV-C program making IV-C monies available to help schools implement programs selected through participation in the RDU project.

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PROJECT RESOURCES

RDU Catalog Number	Title	What it is/How it is used
301	Needs assessment user's manual	*step by step guide to needs assessment developed with help of Georgia's RDU schools*
302	Needs assessment resource guide	*compendium of resources to help schools conduct needs assessments*
303	Needs assessment: a checklist of steps	*checklist keyed to needs assessment manual (see #301)*
304	Project selection kit	*set of guides for reviewing and selecting curriculum projects*
305	Implementation: a guide	*step by step manual for start-up and first year of program implementation*
306	Implementation checklist of steps	*checklist keyed to implementation guide (see #305)*
307	So you want to implement a new program?	*tips and suggestions from school staffs who've undertaken program improvement efforts*
308	Workbook on program evaluation	*step by step guide to designing and conducting a program evaluation*
309	Evaluation guide	*Descriptive guide to evaluation procedures*
310	Evaluation checklist	*checklist keyed to evaluation guide (see #309)*
311	Evaluation bibliography	*list of resources concerning educational evaluation*
312	76 Questions: a synthesis of the research on teaching and learning mathematics	*provides schools with information about research-based effective mathematics instruction*

RDU Catalog Number	Title	What it is/How it is used
313	A synthesis of research on reading with recommendations for instruction in Georgia schools	*provides information about effective reading instruction strategies*
314	Selected career education resources for Georgia schools	*provides schools with information about career education research and existing effective programs*

FOR MORE INFORMATION

Dr. Stephen M. Preston
Georgia Department of Education
303 State Office Building
Atlanta, Georgia 30334
404-656-2606

301

TITLE:	NEEDS ASSESSMENT: USER'S MANUAL
DATE & SOURCE:	1979 Stephen M. Preston Georgia R&D Utilization Project Georgia Department of Education
TYPE OF MATERIAL:	A how-to-do-it manual for using a needs assessment process developed by the Georgia R&D Utilization project. The manual has two companion pieces, the Needs Assessment Resource Guide and Needs Assessment: A Checklist of Steps. The developer recommends using all three documents together although it is possible to use each one individually.
DESCRIPTION:	The Needs Assessment User's Manual details six major needs assessment steps broken into 19 tasks and 59 sub-tasks. Procedures for carrying out each task and sub-task are provided. The six major needs assessment steps are: 1) initiate the needs assessment process; 2) conduct assessment of perceived needs; 3) verify perceived needs by objective means; 4) determine system-wide need priorities; 5) choose need to be addressed by improvement effort; 6) conduct a causal analysis of the need to be improved. Tools and additional resources for carrying out the process described in the Manual are contained in its companion pieces, the Needs Assessment Resource Guide and the Needs Assessment Checklist of Steps.
INTENDED USERS:	Administrators, teachers, linkers, consultants or other persons interested in needs assessment as a basis for program improvement.
COST & AVAILABILITY	May be purchased for $1.70/copy from:: Dr. Stephen M. Preston 303 State Office Building Georgia Department of Education Atlanta, Georgia 30334 Available from ERIC, Spring 1980.

302

TITLE: NEEDS ASSESSMENT RESOURCE GUIDE

DATE & SOURCE: 1979

Willard Crouthamel, Stephen M. Preston
Georgia R&D Utilization Project
Georgia Department of Education

TYPE OF MATERIAL: A resource guide containing tools and information to help schools implement a six-step needs assessment process.

The resource guide has two companion pieces, the Needs Assessment User's Manual and the Needs Assessment Checklist of Steps. The developer recommends using all three documents together although it is possible to use each one individually.

DESCRIPTION: The Needs Assessment Resource Guide contains suggestions and materials to aid schools in carrying out each phase of a six-step needs assessment process developed by the Georgia R&D Utilization project. The Guide is divided into ten sections which cover:

- alternative needs assessment systems
- informing the community
- felt needs instruments
- sample pre-plan
- data analysis tips
- reporting results
- causal analysis instruments
- statements to consolidate need areas
- goals for education in Georgia
- resource bibliographies

The resource guide and its companion pieces noted above were designed to serve as a single comprehensive resource to help a school conduct a complete program needs assessment.

98 pages.

INTENDED USERS: Administrators, teachers, linkers, consultants, and others interested in needs assessment for program improvement.

COST & AVAILABILITY

May be purchased for $.30/copy from:

Dr. Stephen M. Preston
303 State Office Building
Georgia Department of Education
Atlanta, Georgia 30334

Available from ERIC, Spring, 1980.

303

TITLE: NEEDS ASSESSMENT: A CHECKLIST OF STEPS

DATE & SOURCE: 1979

Stephen M. Preston
Georgia R&D Utilization Project
Georgia Department of Education

TYPE OF MATERIAL: A checklist that outlines a six-step needs assessment procedure developed and used by 38 schools involved in the Georgia R&D Utilization project.

The checklist has two companion pieces, the Needs Assessment Resource Guide and Needs Assessment: User's Manual. The developer recommends using all three documents together although it is possible to use each one individually.

DESCRIPTION: This Checklist describes what to do to conduct a system-wide assessment of needs for program improvement. The process recommended consists of six steps: 1) initiate the needs assessment process; 2) conduct assessment of perceived needs; 3) verify perceived needs by objective means; 4) determine system-wide need priorities; 5) choose need to be addressed by improvement effort; 6) conduct a causal analysis of the need to be improved.

The Checklist steps and tasks can be followed sequentially by a coordinator or steering committee responsible for assessing needs as the basis of a program improvement effort. The Checklist can also serve as a formative evaluation tool for monitoring completion of each task in the process. Finally, the Checklist can serve as a source of needs assessment ideas which can be used and modified according to local circumstances.

The Checklist is a condensed list of the needs assessment steps described in its companion volume, the Needs Assessment User's Manual. A third document, the Needs Assessment Resource Guide contains tools and resources for carrying out the procedure described in the Checklist.

4 pages.

INTENDED USERS: School needs assessment task forces, administrators, teachers, linkers, consultants, or other persons interested in approaches to needs assessment for program improvement.

COST & AVAILABILITY:

May be purchased for $.42/copy from:

Dr. Stephen M. Preston
303 State Office Building
Georgia Department of Education
Atlanta, Georgia 30334

Available from ERIC, Spring 1980.

304

TITLE: PROJECT SELECTION KIT

DATE & SOURCE: 1978

Wanda Gray, Stephen Preston
Georgia R&D Utilization Project
Georgia State Department of Education

TYPE OF MATERIAL: This kit lays out a series of steps for a school to follow to select a new program.

DESCRIPTION: The Project Selection Kit contains nine different forms, checklists, and pamphlets to guide the user through the steps in a program selection process. The kit includes:

1) twenty considerations for planning program improvement;
2) steps to select a new program;
3) questions to determine why a program change is needed, what the goals for change will be, and how decisions about the change will be made;
4) nineteen steps to help school staff determine whether they are ready to select a new program or begin implementation of a selected program;
5) 20 criteria against which new programs may be evaluated to determine whether they meet a school's needs;
6) a booklet about evaluating educational media and a list of resources concerning media selection;
7) questions for evaluating student mathematics materials;
8) a questionnaire for analyzing existing reading programs and needed improvements;
9) questions for evaluating career education materials;
10) a checklist to assess and plan for sex equity;

11) a form for collecting information during visits to demonstration project sites.

The items may be used individually, or in sequence. They may be used as the basis for a series of planning meetings, or individuals may use the instruments to aid in making decisions about program change or improvement.

INTENDED USERS: The Project Selection Kit was designed for use by a group representing a cross-section of the school community. A linking agent or planning consultant could use the kit in working with school staff.

COST & AVAILABILITY: May be purchased for $3.66/copy from:

Dr. Stephen M. Preston
303 State Office Building
Georgia Department of Education
Atlanta, Georgia 30334

Available from ERIC, Spring 1980.

TITLE:	**IMPLEMENTATION: A GUIDE**
DATE & SOURCE:	1979 Daniel H. Cromer, Susan B. Preston Georgia R&D Utilization Project Georgia Department of Education
TYPE OF MATERIAL:	A manual which together with its companion pieces (Implementation Checklist of Steps, and So you want to implement a new project?) provides step by step guidance to help a school implement an adopted program. It is possible to use the manual without using its companion pieces, although the three documents used together comprise a more comprehensive resource.
DESCRIPTION:	This two-part manual provides an overview of the tasks and decisions involved in beginning to use a newly adopted program. Part I, Pre-implementation, looks at the people, resources and processes necessary for effective implementation planning. Part II, Implementation, outlines a sequence of steps and tasks for actually getting the program started. Both parts of Implementation: A Guide contain checklists to help implementors keep track of activities and schedules. The Guide has been specifically designed for easy use and ready reference throughout the implementation process.
INTENDED USERS:	Persons in charge of coordinating the implementation of a new program are the intended users of the Guide; linkers, consultants, and school staff members may also find it helpful.
COST & AVAILABILITY	May be purchased for $.74/copy from:: Dr. Stephen M. Preston 303 State Office Building Georgia Department of Education Atlanta, Georgia 30334 Available from ERIC, Spring, 1980.

TITLE: IMPLEMENTATION CHECKLIST OF STEPS

DATE & SOURCE: 1979

Stephen M. Preston
Georgia R&D Utilization Project
Georgia Department of Education

TYPE OF MATERIAL: A checklist which, together with its companion pieces (Implementation: A Guide, and So you want to implement a new project?) provides step-by-step guidance to help a school implement an adopted program.

It is possible to use the checklist without using its companion pieces, although the three documents used together comprise a more comprehensive resource.

DESCRIPTION: The Implementation Checklist of Steps lists 21 steps divided into three phases: implementation readiness, pre-implementation, and implementation.

The checklist can be used in two ways. First, those responsible for managing implementation can use the list to plan and organize implementation activities. The checklist can also serve as a formative evaluation tool for monitoring implementation progress. As each phase or step nears completion, the checklist helps staff to insure that all critical tasks have been completed and to decide when the next phase or step can proceed.

The checklist provides a "cookbook" approach to implementation which has proven effective in school systems with limited time and resources for planning.

6 pages.

INTENDED USERS: Persons in charge of coordinating the implementation of a new program.

COST &
AVAILABILITY: May be purchased for $.40/copy from:

Dr. Stephen M. Preston
303 State Office Building
Georgia Department of Education
Atlanta, Georgia 30334

Available from ERIC, Spring 1980.

TITLE: SO YOU WANT TO IMPLEMENT A NEW PROJECT?

DATE & SOURCE: 1979

Daniel H. Cromer
Georgia R&D Utilization Project
Georgia Department of Education

TYPE OF MATERIAL: A resource guide containing practical advice about implementing a new program from teachers and administrators who've gone through various stages of implementation.

This booklet has two companion pieces, the Implementation Checklist of Steps and Implementation: A Guide. The booklet may be used without using the two companion pieces, although used together the three documents comprise a more comprehensive resource.

DESCRIPTION: This booklet, based on the experience of schools involved in the Georgia R&D Utilization project, tells other schools what to do and expect during the first year of implementing an adopted program.

Recommendations cover a wide range of topics from generating community and staff commitment to the project, to management of personnel and resources, to publicity and evaluation. There is a strong emphasis on the need to anticipate potential problems and use preventive maintenance in dealing with them.

The suggestions are short and to the point and specially targetted to the concerns and interests of the implementing staff.

6 pages.

INTENDED USERS: Persons in charge of coordinating the implementation of a new program, teachers, linkers, consultants, and others.

COST &
AVAILABILITY:

May be purchased for $.40/copy from:

Dr. Stephen M. Preston
303 State Office Building
Georgia Department of Education
Atlanta, Georgia 30334

Available from ERIC, Spring, 1980.

TITLE: WORKBOOK ON PROGRAM EVALUATION

DATE & SOURCE: 1978

Educational Testing Service and
California State Department of Education

for: Georgia R&D Utilization Project
Georgia Department of Education

TYPE OF MATERIAL: A manual which together with its companion pieces (the Evaluation Bibliography, The Evaluation Checklist and the Evaluation Guide) provides step-by-step guidance to help schools evaluate adopted programs.

It is possible to use the Workbook without using its companion pieces, although the four documents used together comprise a more comprehensive resource.

DESCRIPTION: The Workbook on Program Evaluation has two purposes. It can be used as an instructional aid to help one master the procedures, techniques, and methods of program evaluation. It may also be used as a working notebook in which the school administrator or program evaluator can record evaluation plans as they are made, and keep notes on evaluation activities and events as they occur. Used in this way, the Workbook can provide a record of program evaluation data useful when program evaluation reports need to be prepared.

81 pages.

INTENDED USERS: School administrators, evaluators, task forces, or others engaged in evaluation of adopted programs.

COST & AVAILABILITY: May be purchased for $8.00/single copy or $6.75/copy (for 25 or more) from:

Evaluation Improvement Program
Educational Testing Service
Box 2845
Princeton, New Jersey 08541

TITLE: EVALUATION GUIDE

DATE & SOURCE: 1979

Educational Testing Service, Southern
Regional Office and
Georgia R&D Utilization Project
Georgia Department of Education

TYPE OF MATERIAL: A resource guide which together with its companion pieces (The Evaluation Checklist, the Workbook on Program Evaluation and the Evaluation Bibliography) provides step-by-step guidance to help schools evaluate an adopted program.

It is possible to use the Guide without using its companion pieces, although the four documents used together comprise a more comprehensive resource.

DESCRIPTION: The Evaluation Guide is an overview of the approaches most useful for evaluating a school-wide or district-wide program adoption or adaptation. The Guide emphasizes that evaluation should not be an end-of-the-program task, but one which must be addressed from the first day of planning to provide formative and summative data in support of short-term and long-term decision-making.

The Evaluation Guide presents an overview of important evaluation topics listed in its companion piece, the Evaluation Checklist. The topics include: evaluation purpose, goals and objectives, assessment instruments, data requirements data collection, data analysis, monitoring, reporting.

Instructions for carrying out tasks associated with each topic are provided in the Workbook on Program Evaluation, also a companion piece for the Guide. All three pieces emphasize practical applications of evaluation approaches and each document is designed to be readily useable by educators who may not have special expertise in evaluation.

21 pages.

INTENDED USERS: School administrators, task forces, evaluators, and other persons interested in evaluation of adopted programs.

COST & AVAILABILITY: May be purchased for $1.00/copy from:

Dr. Stephen M. Preston
303 State Office Building
Georgia Department of Education
Atlanta, Georgia 30334

Available from ERIC, Spring 1980.

TITLE: EVALUATION CHECKLIST

DATE & SOURCE: 1979

Educational Testing Service, Southern
Regional Office and
Georgia R&D Utilization Project
Georgia Department of Education

TYPE OF MATERIALS: A checklist which together with its companion pieces (the Evaluation Guide, the Workbook on Program Evaluation and the Evaluation Bibliography) provides step-by-step guidance to help schools evaluate adopted programs.

It is possible to use the Checklist without using its companion pieces, although the four documents used together comprise a more comprehensive resource.

DESCRIPTION: The Checklist outlines 36 necessary tasks and 9 optional tasks for evaluating an adopted (or adapted) program. Organized in eight sections that correspond to major phases of program evaluation activity, the Checklist provides a chart and planning record to keep track of the responsible persons, data needed, date started, date completed, and comments for each task.

The program evaluation phases into which the Checklist tasks are clustered include: evaluation purpose, goals and objectives, assessment instruments, data requirements, data collection, data analysis, monitoring, and reporting.

INTENDED USERS: School administrators, evaluators, task forces, and others engaged in evaluation of adopted programs.

COST & AVAILABILITY:

May be purchased for $.90/copy from:

Dr. Stephen M. Preston
303 State Office Building
Georgia Department of Education
Atlanta, Georgia 30334

Available from ERIC, Spring, 1980.

TITLE: EVALUATION BIBLIOGRAPHY

DATE & SOURCE: 1979

Educational Testing Service, Southern
Regional Office and
Georgia R&D Utilization Project
Georgia Department of Education

TYPE OF MATERIAL: An annotated bibliography of selected references for planning and implementing a comprehensive evaluation of a school program.

This bibliography has three companion pieces, the Evaluation Guide, the Evaluation Checklist, and the Workbook on Program Evaluation. The bibliography may be used without using its companion pieces, although used together the four documents comprise a more comprehensive resource.

DESCRIPTION: This annotated bibliography describes 47 selected references organized according to problems commonly encountered by school staffs undertaking program evaluations:

- evaluation of innovative practices
- using checklists
- formative or process evaluation
- general evaluation issues
- methodological issues

The bibliography is designed to be easily useable by administrators, teachers or other staff who are not necessarily expert in program evaluation. Only those references of use to the non-expert were chosen.

13 pages.

INTENDED USERS: School administrators, teachers, task forces, evaluators and others interested in program evaluation.

COST & AVAILABILITY: May be purchased for $.90/copy from

Dr. Stephen M. Preston
303 State Office Building
Georgia Department of Education
Atlanta, Georgia 30334

Available from ERIC, Spring, 1980.

TITLE: 76 QUESTIONS: A SYNTHESIS OF THE RESEARCH ON TEACHING AND LEARNING MATHEMATICS

DATE & SOURCE: 1978

John P. Downes, Rosalie S. Jensen, Hiram D. Johnson
Georgia R&D Utilization Project
Georgia Department of Education

TYPE OF MATERIAL: A research review summarizing studies that have direct implications for planning and teaching mathematics.

DESCRIPTION: 76 Questions presents a synthesis of selected research results which relate mathematics education to teacher concerns regarding:

- planning for instruction
- instructional procedures
- differentiating instruction
- methods of instruction
- problem-solving
- evaluation

The report approaches each of these topics by posing questions teachers often ask and providing answers based on research findings in each area.

119 pages.

INTENDED USERS: Teachers and others concerned with improving mathematics instruction.

COST & AVAILABILITY: Available from ERIC:

ED 162 896

May be purchased for $2.39/copy from:

Dr. Stephen M. Preston
303 State office Building
Georgia Department of Education
Atlanta, Georgia 30334

313

TITLE: A SYNTHESIS OF RESEARCH ON READING WITH RECOMMENDATIONS FOR INSTRUCTION IN GEORGIA SCHOOLS

1978

DATE & SOURCE:
MaryAnne Hall, Judy S. Richardson,
Christopher J. Ramig, Clifford I. Johnson,
Shirley Haley-James
Georgia R&D Utilization Project
Georgia Department of Education

TYPE OF MATERIAL: A research review containing suggestions for classroom instruction.

DESCRIPTION: The report is organized by levels, i.e., readiness and beginning reading, elementary reading, middle and secondary reading. The most comprehensive section is that devoted to elementary reading where the topics of reading comprehension, instructional methods, reading vocabulary, and word analysis are discussed. There are also sections on literature, reading attitudes and self-concept, on corrective and remedial reading and on the organization and administration of reading programs. The final part of the report provides specific recommendations for reading instruction in Georgia schools. Over 150 reading references are listed in the 5 1/2 page bibliography.

INTENDED USERS: Teachers and others concerned with improving reading instruction.

COST & AVAILABILITY: Available from ERIC:

ED 163 421

May be purchased for $1.19/copy from:

Dr. Stephen M. Preston
303 State Office Building
Georgia Department of Education
Atlanta, Georgia 30334

314

TITLE: SELECTED CAREER EDUCATION RESOURCES FOR GEORGIA SCHOOLS

DATE & SOURCE: 1979

Grant Venn, Fred Otte, Harmon Fowler
Georgia R&D Utilization Project
Georgia Department of Education

TYPE OF MATERIAL: A resource guide containing suggestions (from research and practice) on how to include or improve career education in the curriculum.

DESCRIPTION: This document is a guide to career education and how to implement it in schools. An introduction which places present career education practice in an historical and philosophical context, is followed by chapters which discuss how to prepare the school and community for career education, and how to implement and evaluate a variety of career education programs.

A selection of specific programs for the elementary, middle, and high school levels are described in detail. The document concludes with an extensive bibliography on career education.

Although the guide was developed for use by schools in Georgia, the information provided and resources described should be of interest to educators in any state.

INTENDED USERS: School curriculum planning or selection committees and others concerned with career education.

COST & AVAILABILITY:

May be purchased for $3.05/copy from:

Dr. Stephen M. Preston
303 State Office Building
Georgia Department of Education
Atlanta, Georgia 30334

Available from ERIC, Spring, 1980.

NORTHWEST READING CONSORTIUM (NWCR)

Washington State Department of Education

PROJECT STRUCTURE

Under the direction of the Washington State Department of Education, this project operated in four states. Building upon the efforts of the Right-to-Read program, the project helped link schools to R&D-based solutions for problems identified through the Right-to-Read planning and assessment process. The project supported four linking agents, each based in an intermediate unit of the four state departments.

SCHOOLS

36 schools located in Alaska, Idaho, Oregon, and Washington.

LINKERS

4 full-time linkers

Modus operandi: Northwest Reading Consortium linkers helped schools complete the Right-to-Read assessment and planning process and select and implement R&D-based solutions to problems identified. Linkers worked directly with school staff to collect and analyze data needed to complete the Right-to-Read assessment. Linkers also served as liaison to information about available programs and to conulstants and resource people.

SCHOOL TEAM

Task Force: The size and composition of school Task Forces, as well as the frequency of their meetings, varied from site to site. In most instances Task Force members were teachers identified by the school staff with assistance from the linker.

PROBLEM SOLVING APPROACH AND SERVICES

Initially the Right-to-Read planning and assessment manual formed the basis of the problem solving process used by the Northwest Reading Consortium. Over time, project linkers expanded and refined the model to adapt to the conditions of specific sites. The process involved 1) collecting data about current program materials, instructional activities, existing district goals and philosopy, and student achievement, 2) examining existing norms and procedures for curriculum change, 3) identifying needed improvements, and 4) selecting a new program. A series of checklists, keyed to the Right-to-Read assessment model, were used to document school progress. These checklists were used to plan and focus assistance provided to each school by the linker or by consultants.

R&D RESOURCES AND SERVICES

Content area: Reading

- A catalog called the Knowledge Base of R&D Outcomes in Reading was developed and distributed to schools involved in the project.
- Once a school identified a number of possible program choices, an in-depth information package about each program was provided.

OTHER RESOURCE AGENCIES

The Northwest Regional Educational Laboratory developed the project's R&D programs catalog and compiled in-depth program information for project schools. The Lab also provided consultants and resource people to work with individual schools and linkers as needed.

LINKER TRAINING AND SUPPORT

- Linkers were members of the project's Executive Committee which met quarterly to share and discuss project activities, problems, and progress.
- Northwest Regional Educational Laboratory conducted six, multi-day linker training workshops and provided training-related resources.
- The project director maintained regular contact with each linker and occasionally visited with linkers at their home sites.
- Quarterly linker planning meetings were convened to identify and address issues of concern.

PROJECT RESOURCES

RDU Catalog Number	Title	What is it/how was it used
401	Assessing school readiness as a precondition for effective instructional improvement planning	*guidelines for determining a school's readiness for change*
402	The use of the Right-to-Read model for instructional improvement: a synthesis of learnings from project papers and symposia	*description of what the Northwest Reading Consortium learned about using the Right-to-Read model with schools*
403	An analysis of program selection using the Right-to-Read group problem solving process	*paper describing outcomes of school's program selection activities*
404	Knowledge base of R&D outcomes in reading	*provides schools with information about effective instructional strategies and programs based on R&D*
405	How to select elementary reading programs	*a paper outlining step by step procedures for reviewing, evaluating, and choosing reading programs*
406	Junior-senior high school students and reading: What parents can do to help	*practical suggestions for parents based on research*
407	Thirty-one ways to help your children become good readers	*practical suggestions for parents based on research*
408	Guidelines for developing tailored professional development experiences for linking agents	*describes linker training needs and discusses ways to provide training and support tailored to needs*
409	School improvement efforts via linkers and linkage systems	*paper describing the function of linkers and linkage systems with Northwest Reading Consortium as an example*
410	An educational leader's process handbook for instructional improvement planning	*a workbook schools can use to plan and carry out changes in the instructional program*

FOR MORE INFORMATION

Dr. Al Rasp, Director
Testing and Evaluation
Office of the Superintendent of
  Public Instruction
Old Capitol Building
Olympia, Washington 98504
206-753-3449

TITLE:	ASSESSING SCHOOL READINESS AS A PRECONDITION FOR EFFECTIVE INSTRUCTIONAL IMPROVEMENT PLANNING
DATE & SOURCE:	1979 Albert R. Haugerud, with Donna Van Kirk, Alice Jordan, Lois Roth Instructional and Professional Services Division Washington State Department of Education
TYPE OF MATERIAL:	A resource guide to help linkers, consultants, and school staffs assess a school's readiness to engage in instructional improvement based upon group problem-solving procedures.
DESCRIPTION:	This resource guide was developed by the staff and consultants of the Northwest Reading Consortium project as a result of their three year experience helping 36 schools in four states to plan for and undertake reading program improvement.

A "learnings symposium" was convened near the end of the contract to consider the important lessons to be derived from the project's efforts. Chief among these were the project's learnings about the need to assess a school's readiness for instructional improvement and about ways in which readiness assessment and pre-planning for change can be accomplished. This guide describes questions to be addressed and procedures to be used in helping a school get ready to undertake program change.

Among the topics discussed are:

1. Exploring readiness for planning instructional improvements:
    motivation for planning, kind and scope of change being considered, involvement in the planning process, context in which change is to take place

2. Determining support needs of the planning group:
   assisting with role clarification and communication, assisting the problem solving process, assisting in obtaining information.

3. Forecasting factors which affect installation of program changes:
   getting ready to plan for implementation, institutionalizing program changes

18 pages.

INTENDED USERS: Linkers, consultants or instructional staff with responsibility for facilitating school planning and implementation activities based on the use of group problem solving

COST & AVAILABILITY: Available from ERIC, Spring, 1980

Copies available for the cost of reproduction from:

Regional Exchange
Northwest Regional Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

TITLE: THE USE OF THE RIGHT TO READ MODEL FOR INSTRUCTIONAL IMPROVEMENT: A SYSNTHESIS OF LEARNINGS FROM PROJECT PAPERS AND SYMPOSIA

DATE & SOURCE: 1979

Ann G. Murphy, Albert R. Haugerud
Instructional and Professional Services Division
Washington State Department of Education

TYPE OF MATERIAL: A report prepared by the staff of the Northwest Reading Consortium presents their conclusions about the utility of the Right to Read model for assessing and planning needed improvements in school reading programs.

DESCRIPTION: After three years' experience using and refining the Right to Read Planning and Assessment procedure with 36 different schools, the authors make several observations of interest to others using or considering using this model or a similar procedure.

Among their comments are the following:

1. The project did not find the Right to Read model to be useful for addressing all of the improvement-related problems their schools faced. In particular, the model seemed too cumbersome for the straightforward program changes some schools needed to make, and too limited for addressing complex problems with political and fiscal sources.

2. In order to use the model in several different schools, the project found it necessary to alter or adapt it. The most frequent adaptations included tailoring the model for use in secondary schools, supplementing the model with the use of additional tools and strategies for diagnosing problem areas, and incorporating activities to help school staff clarify their values and assumptions about program improvements.

3. The project found the model very helpful in aiding schools to consider the following questions: Where are we now? Where do we want to be? How can we get there?

The paper includes a chart comparing the model's implicit assumptions about program change with the "real world" constraints that the project encountered.

7 pages.

INTENDED AUDIENCE: School staffs, linkers, and others interested in using systematic planning and problem solving procedures.

COST & AVAILABILITY: Available from ERIC, Spring, 1980.

Copies available for cost of reproduction from:

Regional Exchange
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

TITLE: AN ANALYSIS OF PROGRAM SELECTION USING THE RIGHT TO READ GROUP PROGRAM SOLVING PROCESS

DATE & SOURCE: 1979

Alice W. Jordan
Instructional and Professional Services Division
Washington State Department of Education

TYPE OF MATERIAL: A report of 36 schools' experiences using the Right to Read Planning and Assessment procedure to select and plan to implement new reading programs.

DESCRIPTION: This report analyses the extent to which 36 schools participating in the Northwest Reading Consortium adhered to the use of the Right to Read Assessment and Planning procedure as a means of identifying and implementing needed improvements in their reading programs.

The report discusses factors that appear related to the degree of success schools experienced in using the Right to Read process. Some of these factors include: the leadership role assumed by the building principal as a member of the Right to Read task force, the nature of district office influence over the decisions and recommendations of the building-based task forces, and the general climate for change and improvement in each district.

The report concludes that there was a high correlation between use of the model and selection and implementation of reading improvement programs in schools where the Right to Read model was faithfully applied, where the principal took an active, leadership role in the task force meetings, where the building-based task force had the support of the district administration, and where conditions for change and improvement were generally positive.

11 pages

INTENDED USERS: Right to Read coordinators, teachers, principals, administrators, linkers and others interested in using a systematic procedure for reading program improvement.

COST & AVAILABILITY Copies available for cost of reproduction from:

Regional Exchange
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

TITLE: KNOWLEDGE BASE OF RESEARCH AND DEVELOPMENT (R&D) OUTCOMES IN READING

DATE & SOURCE: 1978

Northwest Regional Educational Laboratory
Portland, Oregon

TYPE OF MATERIAL: A reading resource catalog containing seven teacher-oriented research summaries and descriptions of 59 effective reading programs, K-adult.

DESCRIPTION: The Knowledge Base of R&D Outcomes in Reading contains two sections. Section I presents summaries of recent reading research with direct application for teaching practice. Topics covered are:

- Choosing a Textbook to Improve Student Comprehension
- Cloze Procedure -- Matching Books to Students
- How to be an Effective Teacher
- Organizers for Comprehension
- Syllabication
- Teaching Students to Comprehend

It is recommended in the introduction to the catalog that users review Section I prior to examining Section II which contains descriptions of 59 reading programs with proven effectiveness for use with students in the preschool, primary, intermediate, junior high, and senior high/adult levels.

The catalog also includes a rating sheet to aid in the review and selection of programs. Use of the rating sheet assumes that a school's needs and the target group for a new program have been identified.

INTENDED USERS: Teachers, administrators and others looking for effective reading programs.

COST & AVAILABILITY: Copies available for cost of reproduction from:

Regional Exchange
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Available from ERIC, Spring, 1980.

TITLE: HOW TO SELECT ELEMENTARY READING PROGRAMS

DATE & SOURCE: 1979

Ruth Waugh, David Campbell, Troy Sullivan,
Timothy Standal, Shirley Ernst
Northwest Reading Consortium
Washington State Department of Education

TYPE OF MATERIAL: A manual to help school staff select a new reading program.

DESCRIPTION: "How to Select Elementary Reading Programs" describes a six-step selection process that includes 1) determining the socio-economic background of students in the district; 2) stating the district's goals and assessing students' achievement and abilities in relation to those goals; 3) identifying resource personnel to assist in the implementation process; 4) identifying books or materials that meet the general needs of the district; 5) exploring the degree to which component parts of the program assist with classroom organization; and 6) selecting books or programs to be considered for adoption by the district.

The manual includes worksheets to record each step in the selection process and assure that all necessary activities have been completed before proceeding.

Although this paper focuses on the selection of a reading program, the emphasis on the "process" of selection makes it suitable for the selection of a program in any curricula area.

INTENDED USERS: School staff charged with choosing a reading program text; linking agents assisting schools with program selection.

COST & AVAILABILITY: Available from ERIC, Spring, 1980.

Copies available for cost of reproduction from:

Regional Exchange
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

TITLE:	JUNIOR-SENIOR HIGH SCHOOL STUDENTS AND READING: WHAT CAN PARENTS DO TO HELP?
DATE & SOURCE:	1979 Dr. Timothy C. Standal Northwest Reading Consortium Washington State Department of Education
TYPE OF MATERIAL:	A resource guide describing ways parents of secondary students can help their children read more expertly for information, for study, and for pleasure.
DESCRIPTION:	This document provides concrete suggestions parents can use to help their children become more successful readers. The author describes three types of reading for specific information, for concentrated study, and for pleasure -- and offers tips to determine which type of reading a specific task requires. Once the nature of the reading task is determined, steps are outlined for successful skimming (for specific information), and study (which requires an understanding of the material). The importance of specific study skills and appropriate study environment are also discussed. 8 pages.
INTENDED USERS:	Parents of secondary school students who read with normal proficiency. Teachers may also find this useful for teaching students study skills.
COST & AVAILABILITY:	Available from ERIC, Spring, 1980. Copies available for cost of reproduction from: Regional Exchange Northwest Regional Education Laboratory 710 S.W. Second Avenue Portland, Oregon 97204

TITLE:	THIRTY-ONE WAYS TO HELP YOUR CHILDREN BECOME GOOD READERS
DATE & SOURCE:	1979 Shirley Ernst Northwest Reading Consortium Washington State Department of Education
TYPE OF MATERIAL:	A resource guide to help parents foster young children's interest and skill in reading.
DESCRIPTION:	This brief and easy to read guide offers parents thirty-one ways to help children read. Suggestions range from talking to children in infancy, to having books and magazines available in the home, to setting aside a "family reading period" each day. A rationale and explanation for each suggestion is provided. 7 pages.
INTENDED USERS:	Parents of pre-school and elementary school students.
COST & AVAILABILITY:	Available from ERIC, Spring, 1980. Copies available for cost of reproduction from: Regional Exchange Northwest Regional Education Laboratory 710 S.W. Second Avenue Portland, Oregon 97204

TITLE: GUIDELINES FOR DEVELOPING TAILORED PROFESSIONAL DEVELOPMENT EXPERIENCES FOR LINKING AGENTS

DATE & SOURCE: 1978

Jean W. Butman, John E. Lohman
Northwest Regional Educational Laboratory
in collaboration with
Northwest Reading Consortium

TYPE OF MATERIAL: A resource guide describing strategies for training educational linking agents.

DESCRIPTION: The purpose of this report is to describe the approach used by the authors in developing and conducting training workshops for linking agents from the Northwest Reading Consortium.

The report is presented in five sections with appendices. The first three sections offer background information to orient the reader to the Northwest Reading Consortium and what the linker's job entailed. The authors' perspectives on dissemination, change and linkage are also described.

Section IV outlines the procedure used to adapt or tailor existing packaged training materials for use with linkers. This section analyses limitations of packaged materials in general and difficulties encountered when using them to train linkers in particular.

The final section summarizes key learnings and major points addressed in sections I-IV. The Appendices include design outlines of six linker training workshops and lists of resource materials used in each.

87 pages.

INTENDED USERS: Linkers and persons responsible for providing training and support to linkers.

COST & AVAILABILITY: Single copies available at cost of reproduction from:

Regional Exchange
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

Available from ERIC, Spring, 1980.

TITLE: SCHOOL IMPROVEMENT EFFORTS VIA LINKERS AND LINKAGE SYSTEMS

DATE & SOURCE: 1979

Albert Haugerud, Jim Gorman, Ann Murphy, Warren Beecroft, Leanne Rokovitz, and Dave Campbell
Northwest Reading Consortium
Washington State Department of Education

TYPE OF MATERIAL: Unpublished paper.

DESCRIPTION: The Northwest Reading Consortium linked schools in Washington, Idaho, Alaska, and Oregon with R&D-based resources for improving reading instruction. A consultant called a linking agent helped schools identify needs for improvement and select new programs.

This report, compiled from papers written by the project linkers after 2 1/2 years working with schools, describes their experiences and learnings about:

- helping schools identify problem areas
- using the R&D knowledge base
- helping schools select appropriate R&D-based programs
- planning program implementation with the school
- the role of the linker

Appended to the report is a paper describing how the project developed and used a knowledge base of information about R&D-based reading programs. 38 pages.

INTENDED USERS: Linkers, state education agency staff, school administrators, researchers, R&D professionals, and others concerned with the development of linkage systems.

COST & AVAILABILITY: Available from ERIC, Spring, 1980.

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TITLE: AN EDUCATIONAL LEADER'S PROCESS HANDBOOK FOR INSTRUCTIONAL IMPROVEMENT PLANNING

DATE & SOURCE: 1979

TYPE OF MATERIAL: A manual that provides step by step guidance for planning and managing activities for instructional improvement.

DESCRIPTION: This detailed manual, developed by the staff of the Northwest Reading Consortium, is based on a refinement of the instructional improvement process used with 36 schools involved in that project.

The manual prsents a five stage instrucional improvement process broken into 15 major steps and several sub-steps. The five stages include:

1. Assessing readiness
2. Developing a statement of the instructional problem
3. Making a decision regarding alternatives
4. Developing an implementation plan
5. Installation decisions and program assessment

For each step in the five phases, the manual provides a statement of the goal to be addressed, describes the tangible outcomes of the process (e.g., a written statement of the purposes for the instructional improvement effort) and supplies a list of activities with worksheets, focusing questons, and resource material to help carry out the step. The workbook format of the manual provides space for users' notes.

376 pages.

INTENDED USERS: Any person in a position to initiate or manage an instructional improvement planning effort.

COST & AVAILABILITY: Available from ERIC, Spring 1980.

Copies available for the cost of reproduction from:

The Regional Exchange
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PENNSYLVANIA SCHOOL IMPROVEMENT PROGRAM (PSIP)

Pennsylvania State Department of Education

PROJECT STRUCTURE

The Pennsylvania School Improvement Program linked the Pennsylvania State Department of Education and two of the state's intermediate service units with three research and development agencies (Research for Better Schools, the Learning Research and Development Center, and the Research and Information Services for Education -- RISE).

The project-supported linking agents, each based in one of the intermediate units, coordinated services from the R&D agencies to meet the needs of schools participating in the project.

SCHOOLS

21 Pennsylvania schools located in six regions served by two intermediate service units

LINKERS

6 full-time linkers

Modus operandi: The Pennsylvania linkers coordinated the efforts of two teams of people in a sequential process of 23 program improvement modules at each school: the Local Action Team (composed of school staff and community members) and the School Assistance Team (SAT) composed of staff from the SEA and the three R&D agencies.

SCHOOL TEAM

Local Action Team (LAT): Each project school formed a Local Action Team to work with the linker and the School Assistance Team on the program improvement effort. The team, usually 5-8 members, included the principal, teachers, curriculum specialists and community representatives.

The linker worked with the district administration to identify LAT members. The team, in turn, selected one of its members to serve as LAT coordinator.

PROBLEM SOLVING APPROACH AND SERVICES

The basis of the PSIP program improvement process in each school was the Linker Handbook for Curriculum Improvement Strategies. Using the handbook linkers and LAT members worked through a series of meetings involving data gathering, decision making, and planning. The linker and the LAT coordinator shared responsibiltiy for helping the team complete the 23-step process which emphasizes a thorough analysis of existing instructional practices as a prerequisite for change. The School Assistance Team aided the process by assessing the general school context and climate for change and providing consultation and assistance as needed throughout the process.

R&D RESOURCES AND SERVICES

Content area: Basic Skills

- A synthesis of important basic skills research with implications for classroom instruction was prepared by the project and distributed to the schools.
- When schools identified the program needs they wanted to address, the project offered searches for existing, relevant R&D-based programs.
- Schools were trained to use a manual for in-depth analysis of programs or materials they were considering adopting.

OTHER RESOURCE AGENCIES

A team of specialists from three R&D agencies aided the linker and the Local Action Teams to assess needs and current programs in each school.

Information about R&D products and research summaries were developed by the R&D agencies for the project.

LINKER TRAINING AND SUPPORT

Periodic linker meetings and workshops were held throughout the project. The principal means of linker support, however, was the development of the linker handbooks which outlined the linker's tasks at each step of the program improvement process, and the Ready Resource File for Linkers which provides reference materials related to the linker's job.

RDU Catalog Number	Title	What it is/how it was used
501	The linker's handbook for curriculum improvement strategies, Vol. I-III	*principal resource guide for implementing the program improvement strategy used in the project*
502	Intrinsic analysis training manual	*an instructional manual to teach schools how to analyze curriculum materials*
503	Curriculum analysis: an aid to selection, adaptation, and implementation of curricula	*paper describing the process outlined in the Intrinsic Analysis Training Manual (see #502)*
504	Consultant/linker knowledge and skills inventory	*self-assessment tool for linkers and consultants*
505	Ready resource file for linkers	*compendium of articles and information keyed to skills and knowledge linkers need*
506	A synthesis of research in basic skills	*provides schools with information about effective instructional practices based upon research*
507	Bridging the gap: defining the role of research and development in meeting local curricular needs	*AERA presentation by Pennsylvania linkers describing their jobs and their project*
508	The researcher: working with linking agents to bring research to schools	*AERA paper discusses relationship between R&D professionals and linkers*

FOR MORE INFORMATION

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Pennsylvania Department of Education
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Harrisburg, Pennsylvania 17126
717-787-6894

TITLE: THE LINKER'S HANDBOOK FOR CURRICULUM IMPROVEMENT STRATEGIES VOLUMES I-III

DATE & SOURCE: 1978

Pennsylvania School Improvement Program
Pennsylvania Department of Education

TYPE OF MATERIAL: A three volume manual outlining a sequence of activities to be undertaken by a school, with assistance from a linker or facilitator, to plan and implement a curriculum improvement effort.

DESCRIPTION: This handbook, written for use by a linker or group leader, is a guide to implementing the Pennsylvania School Improvement Program's (PSIP) curriculum improvement process. The process, which has been used successfully by six Pennsylvania linkers working with 21 schools, requires that 6 to 8 members of a school's staff participate in 23 separate activities, or modules, described in detail in the handbook. The modules are completed during workshops (about 5-8) over the course of the school year. Experience using the process suggests that a school contemplating using it should allow a minimum of one year to complete all the activities leading up to implementation.

Volume I (modules 1-11) focuses on needs assessment and helps the linker and the school team take a look at the school and its context, examine the characteristics of the student population and its achievement, compare current achievement with desired achievement, and explore current school programs in depth. This assessment procedure, which builds upon a research-based model for analyzing classroom practices, culminates with a detailed program analysis report.

Volume II (modules 12-23) lays out steps for reviewing, selecting, implementing and evaluating new curricular programs as a result of the program analysis.

Volume III is an appendix that includes forms, questionnaires, meeting agenda, overhead transparencies, and other items needed to carry out the 23 module process from beginning to end.

For each module the handbook provides the following information:

- the purpose, objectives and expected outcomes of the session
- time required to conduct the sessions
- materials required
- step by step activities to be completed
- follow up action required or suggested
- alternative strategies for conducting the module
- agenda and master copy of needed materials

INTENDED USERS: Linkers, district curriculum coordinators, or other persons in a position to facilitate a year-long curriculum improvement effort carried out by a school-based team.

COST & AVAILABILITY: Single copies available, at no charge, through December, 1980 from:

Dr. Jay Smink
Pennsylvania School Improvement Program
Pennsylvania Department of Education
Harristown Bldg. #2, 12th Floor
P.O. Box 911
Harrisburg, Pennsylvania 17126

Available from ERIC, Spring, 1980.

TITLE: INTRINSIC ANALYSIS TRAINING MANUAL

DATE & SOURCE: 1978

Doris T. Gow
Pennsylvania School Improvement Program
Pennsylvania Department of Education

TYPE OF MATERIAL: A step by step manual that teachers (and others) can use to analyze the instructional processes intrinsic to a curricular program.

DESCRIPTION: This manual teaches a procedure for determining the instructional approach and assumptions embodied in a curriculum product, instructional practice or management system by examining the materials used in instruction (e.g., teacher manuals, student materials, etc.).

The self-instructional manual includes practice exercises and specific instruments needed for the intrinsic analysis procedures.

The manual identifies the following key features of the intrinsic analysis procedure:

1. The procedure helps teachers use the instructional materials themselves as a source of information (in addition to outcome data and program descriptions) about how well the program approach will meet local needs;
2. The procedure allows teachers to examine the program materials according to a school's particular criteria or concerns making the analysis a school-specific one.

3. The procedure reveals crucial elements of the instructional model upon which the program or product is based -- information needed for decisions about implementation and adaptation.

Appended to the manual is an annotated bibliography of the major research findings upon which the analysis procedure is based.

127 pages.

INTENDED USERS: Teachers, curriculum supervisors, linking agents, consultants, state education agency staff and others involved in the selection of curriculum materials.

COST & AVAILABILITY: Single copies available at no charge through December, 1980 from:

Dr. Jay Smink
Pennsylvania School Improvement Program
Pennsylvania Department of Education
Harristown Bldg. #2, 12th Floor
P.O. Box 911
Harrisburg, Pa. 17126

Available from ERIC, Spring 1980.

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TITLE:	CURRICULUM ANALYSIS: AN AID TO SELECTION, ADAPTATION, AND IMPLEMENTATION OF CURRICULA
DATE & SOURCE:	1977 Doris T. Gow Learning Research and Development Center Pittsburgh, Pennsylvania
TYPE OF MATERIAL:	Unpublished manuscript
DESCRIPTION:	This paper contains a rationale for using intrinsic curriculum analysis procedures, describes the procedures, specifies the knowledge and skills needed to carry out an intrinsic analysis, and identifies information the user can obtain by following the procedures outlined in the paper. Sample intrinsic analysis instruments are included in the Appendices. The paper tells how using these instruments to examine currently used materials can help schools determine which aspects of a curriculum should be changed.
INTENDED USERS:	School or district-based decision making groups interested in launching a school improvement effort or a curriculum change; linking agents involved in assisting a school's curriculum change effort.
COST & AVAILABILITY:	Single copies are available through December, 1980 at no charge from: Dr. Jay Smink Pennsylvania School Improvement Program Pennsylvania Department of Education 12th Floor Harristown Bldg. #2 P.O. Box 911 Harrisburg, Pennsylvania 17126 Available from ERIC, Spring, 1980.

TITLE: CONSULTANT/LINKER KNOWLEDGE AND SKILLS INVENTORY

DATE & SOURCE: 1979

Jay Smink
Pennsylvania School Improvement Program
Pennsylvania Department of Education

TYPE OF MATERIAL: A self-administering inventory to assess existing and needed levels of knowledge and skill for consulting with school staff.

DESCRIPTION: The Consultant/Linker Knowledge and Skills Inventory is a 10-page multiple choice instrument that lists ten clusters of consulting activities. For each activity, the respondent is asked to assess his/her level of knowledge related to the activity, level of skill related to the activity, level of felt need for improvement in each area.

Consulting activity clusters included in the inventory are: communications, group facilitating, diagnosis and problem solving, resource acquisition and utilization, conflict management, evaluation, management, organization and planning, implementation, dissemination and marketing, and survival.

The clusters were chosen as a result of a thorough analysis of the literature concerning linker activities and actual experiences training and working with linkers.

The inventory may be used in a training workshop or by an individual for self-assessment and planning. Approximately 20-30 minutes are required to complete the instrument.

INTENDED USERS: Instrument should be of use to educational consultants, linking agents, or other persons whose roles require knowledge and skills related to consultation.

COST & AVAILABILITY: Single copies are available at no charge through December, 1980 from:

Dr. Jay Smink
Pennsylvania School Improvement Program
Pennsylvania Department of Education
12th Floor
Harristown Bldg. #2
P.O. Box 911
Harrisburg, Pennsylvania 17126

TITLE: READY RESOURCE FILE FOR LINKERS

DATE & SOURCE: 1979

Pennsylvania School Improvement Program
Pennsylvania Department of Education

TYPE OF MATERIAL: A resource guide containing documents related to linking agents skills and tasks.

DESCRIPTION: The Ready Resource File contains information and resources related to linkers need and the tasks they perform. The File consists of a notebook containing the resources and a card file in which the resources are indexed according to the following topics:

1. communication
2. conflict management
3. evaluation
4. group facilitation
5. implementation
6. management, organization & planning
7. marketing and dissemination
8. problem solving and diagnosis
9. resource acquisition and utilization
10. survival.

A procedure guide for using the file is also included.

INTENDED USERS: Linking agents or other persons who help schools adopt and implement new programs.

COST & AVAILABILITY: Single copies available at no charge through December, 1980 from:

Dr. Jay Smink
Pennsylvania School Improvement Program
Pennsylvania Department of Education, 12th Floor
Harristown Building #2
P.O. Box 911
Harrisburg, Pa. 17126

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TITLE: A SYNTHESIS OF RESEARCH IN BASIC SKILLS

DATE & SOURCE: 1977

Doris T. Gow
Learning Research and Development Center
Pittsburgh, Pennsylvania

TYPE OF MATERIAL: A research review summarizing the implications of recent studies for basic skillls instruction.

DESCRIPTION: This report has organized findings from basic skills research under four variables identified in the Cooley-Lohnes model of classroom processes as important dseterminants of effective instruction: opportunity, motivators, structure and instructional events. The report describes the practical implications of research discussed, and provides recommendations for effective instruction by experts in the field.

Three related documents appended to the report are: 1) a taxonomy of reading comprehension, 2) a framework for evaluating basal readers and related materials, and 3) Thirteen Reading Programs Analyzed in Terms of Selected Variables.

64 pages.

INTENDED USERS: Teachers and others concerned with improving basic skills.

COST & AVAILABILITY: This document is available from ERIC:

ED 143 620

TITLE: BRIDGING THE GAP: DEFINING THE ROLE OF RESEARCH AND DEVELOPMENT IN THE MEETING OF LOCAL CURRICULAR NEEDS

DATE & SOURCE: 1977

Thomas P. Carey
John P. Jarvie
Pennsylvania School Improvement Program

TYPE OF MATERIAL: Text of a paper presented at the American Educational Research Association Annual Meeting, April 1978.

DESCRIPTION: This paper explores ways that the intermediate unit can act as the linkage system between educational research and development (R&D) and school districts. The authors' position is that R&D agencies and school districts must work cooperatively to develop new curricula. Strategies for accomplishing the cooperation between these two educational systems are outlined. The strategies rely on the use of linking agencies or linking agents. Using the Pennsylvania intermediate unit as an example, the role of the intermediate unit and the role of the linking agency are examined.

Finally, the paper describes a curriculum planning process, and the roles of teachers, of supporting staff and resources, and of R&D in curriculum development.

INTENDED AUDIENCE: School districts and others interested in curriculum improvement.

COST & AVAILABILITY: This paper is available from ERIC:

ED 136 384

TITLE: THE RESEARCHER: WORKING WITH LINKING AGENTS TO BRING RESEARCH TO SCHOOLS

DATE & SOURCE: 1978

Peggy L. Stank
Pennsylvania School Improvement Program
Pennsylvania Department of Education

TYPE OF MATERIAL: Text of paper presented at the American Educational Research Association Annual Meeting, 1978.

DESCRIPTION: This paper describes the Pennsylvania School Improvement Program, a linkage system through which the state department of education coordinates the services of several persons and agencies to help schools find and use resources from educational R&D. The strategies and activities employed by the program to analyze needs and select and implement new programs are discussed.

The paper looks closely at the role of the linking agent, a consultant based in the Intermediate Unit of the state department, who works directly with school staff to help them assess current programs and identify and implement new programs.

20 pages.

INTENDED AUDIENCE: Researchers, R&D professionals, linking agents, state education agency staff and others concerned with helping schools find and use products of educational R&D.

COST & AVAILABILITY: Limited copies are available at no charge until December, 1980 from:

Pennsylvania School Improvement Program
Pennsylvania Department of Education
Harristown Bldg. #2, 12th Floor
P.O. Box 911
Harrisburg, Pennsylvania 17126

Project CEDISS (CAREER EDUCATION DISSEMINATION)

Michigan State Department of Education

PROJECT STRUCTURE

The Michigan R&D Utilization Project used the existing structure of career education planning districts (intermediate units) to build a within-state network for disseminating information about career education programs and practices. In each career education planning district (CEPD), the career education coordinator served as the RDU project linking agent to help participating schools organize their problem solving activities and request information from the career education resource file developed by the State Department of Education.

SCHOOLS

49 Michigan school districts, each located in an area served by one of the career education planning district offices.

LINKERS

49 part-time linkers

Modus operandi: The career education coordinators in each area assumed the role of linking agent for the RDU project as part of their ongoing responsibilities but were not salaried staff of the project. Each CEDISS linker monitored and documented one school's activities, serving as the school's liaison to resources in the state department and intermediate unit, and responding to requests for information or assistance.

SCHOOL TEAM

School Site Team: Each school participating in the CEDISS project was guided by a School Site Team composed of teachers, guidance counselors, community members and career education staff. Usually comprised of 6-8 members, each team was headed by a CEDISS site coordinator, designated by the district administration. The site coordinator, in turn, selected the team members.

PROBLEM SOLVING APPROACH AND SERVICES

Each CEDISS site coordinator attended an orientation workshop at which training in use of a problem solving process was provided. The site coordinator then oriented and trained the team members with assistance, as needed, from the linker.

As the school site team identified areas in the career education program in need of assistance and developed plans for improving the program, the linker was available to provide needed information or help.

Consultation and assistance for implementing and evaluating new career education programs was available to each school from a cadre of consultants.

R&D RESOURCES AND SERVICES

Content area: Career Education

The project collected information to describe over 150 career education products and programs for all grade levels. The descriptive information, compiled in a Career Education Resource File, was made available to each CEDISS Site School Team once the team had defined areas of needed improvement in its program.

ADDITIONAL RESOURCE AGENCIES

The project developed a cadre of consultants from Michigan colleges and universities to help schools plan for implementation and evaluation of career education programs.

LINKER TRAINING AND SUPPORT

CEDISS linkers were trained, along with the site coordinators, at an initial orientation workshop and three subsequent workshops, all sponsored by the project. The three latter workshops focused on individual site needs and applied the project's problem solving method to them. One workshop focused on goal setting and assessing needs; a second trained participants in strategies for identifying, reviewing and selecting curriculum products, and the third workshop helped each site develop plans for implementation and evaluation.

PROJECT RESOURCES

RDU Catalog Number	Title	What it is/how it was used
601	Problem solving: a practical guide to attaining goals	*a manual to guide schools through a complete process from identifying needs to evaluating solutions*
602	Career education product file	*provides schools with information about effective R&D-based career education programs*
603	Bias review procedure: a procedure for detecting and documenting sex, race, and other biases in educational material	*step by step checklist for schools to use in reviewing curriculum materials for selection*

FOR MORE INFORMATION

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TITLE: PROBLEM SOLVING: A PRACTICAL GUIDE TO ATTAINING GOALS

DATE & SOURCE: 1979

Project CEDISS
Office of Career Education
Michigan Department of Education

TYPE OF MATERIAL: A step-by-step manual for developing or improving educational programs through the use of a simplified problem-solving process.

DESCRIPTION: Problem-solving was developed to help groups or individuals within school systems undertake a systematic process for improving or changing educational programs. Used by Project CEDISS (an NIE-funded R&D Utilization Project) with more than 40 school districts, the techniques described in the manual have proven to be particularly useful with groups of individuals who have different backgrounds, interests, and objectives with regard to educational program improvement.

The manual has five chapters which address the major tasks or phases of a practical problem-solving process:

1. A framework for problem-solving
2. Setting goals
3. Assessing needs and setting action objectives
4. Identifying alternative solutions
5. Selecting and implementing a solution

Each chapter begins with lively and straightforward discussion of the purpose of each task. Terms are clearly defined and commonly asked questions (e.g. "Why conduct a needs assessment?") are addressed. Practice exercises and worksheets are included to help users set goals, determine priority needs and related objectives, identify, review and select from among alternative solutions, and develop plans for implementation and evaluation.

Examples used throughout the manual focus on career education. However, the procedures outlined are applicable to any area of concern.

The manual is available in two versions, one of which contains an annotated bibliography of resources related to needs assessment, program planning and problem-solving.

82 pages (without bibliography)
171 pages (with bibliography)

INTENDED USERS:	School district curriculum development or selection committees and others concerned with changing or improving their educational programs.
COST & AVAILABILITY:	Single copies are available at no charge from:

Office of Career Education
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Available from ERIC, Spring 1980.

TITLE: CAREER EDUCATION PRODUCT FILE

DATE & SOURCE: 1979

Office of Career Education
Michigan Department of Education

TYPE OF MATERIAL: A resource file containing descriptions of 150 career education programs and products.

DESCRIPTION: *The Career Education Product File* provides an overview of the types of R&D-based career education programs currently available to school districts.

The file describes 150 career education programs and products in a standard four-page format which includes:

- descriptors
- area of emphasis (i.e., instruction, guidance, etc.)
- target audience for the program (i.e., K-6, etc.)
- effect on students
- a summary description
- materials necessary for implementation
- financial requirements
- evaluation results
- bias rating
- services available
- contact information for materials or consultation
- location of a school where the program is in use

INTENDED USERS: School staffs and others looking for effective career education programs.

COST & AVAILABILITY: Single copies available at no charge from:

Office of Career Education
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Available from ERIC, Spring, 1980.

TITLE: BIAS REVIEW PROCEDURE: A PROCEDURE FOR DETECTING AND DOCUMENTING SEX, RACE, AND OTHER BIASES IN EDUCATIONAL MATERIALS

DATE & SOURCE: 1979

Project CEDISS
Office of Career Education
Michigan Department of Education

TYPE OF MATERIAL: An instruction manual for using a Bias Review Checklist to detect and document bias in educational materials.

DESCRIPTION: The Bias Review Procedure manual is organized in four sections. Section I offers an introduction to the process of bias review. Section II, What is a Biasing Element? provides a general definition of a biasing element and specific examples of three kinds of biasing elements: slurs, stereotypes, and erroneous group representation.

In Section III, a nine-step procedure based on the use of a Bias Review Checklist is outlined. A sample copy of the Checklist is included. The final section of the handbook provides information about the Career Education Dissemination Project (CEDISS), the developer of the procedure. Project CEDISS used the bias review procedure to help 49 Michigan schools identify and select effective bias-free career education materials.

Some practice in the use of the procedure is required and training is recommended by the developer.

10 pages.

INTENDED USERS: Teachers, administrators, and other educators concerned with the selection of bias-free educational materials.

COST &
AVAILABILITY: Available from ERIC, Spring, 1980.

Copies are also available at no charge from:

Office of Career Education
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

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PROJECT ON THE UTILIZATION OF R&D INSERVICE EDUCATION MATERIALS

National Education Association, Washington, D.C.

PROJECT STRUCTURE

The National Education Association (NEA) worked with departments of education and education associations in twelve states to operate a project aimed at improving teaching in reading, mathematics, science, and other instructional areas.

In each state a pair of linkers, called state facilitators, worked 10-15% time on the project. One member of each pair was from the state education agency; the other was from the state education association.

SCHOOLS

50 schools located in Alabama, California, Iowa, Massachusetts, Michigan, Minnesota, Ohio, Pennsylvania, Tennessee, Washington, Wisconsin, and Wyoming.

LINKERS

24 part-time linkers (twelve teams of two).

Modus operandi: Following initial orientation meetings in each state, participating schools convened inservice education committees to determine teachers' needs and plan an inservice program. The state facilitators assisted in the process as requested by the school, aiding the committee's review of inservice products from the project office at NEA. A major responsibility of the NEA state facilitators (linkers) was to keep the central project office informed of school progress and problems in each state.

SCHOOL TEAM

Inservice Education Committee: Each school site had an Inservice Education Committee composed of teachers selected by the local teachers association and administrative staff appointed by the district administration. One member of each committee served as the principal contact for the project. Another member was designated as documentarian and was responsible for recording progress and events in the school.

PROBLEM SOLVING APPROACH AND SERVICES

At the beginning of the project, inservice committees from participating schools attended a workshop for orientation to the process of assessing teacher needs, developing inservice program goals, requesting information about inservice products, and planning an ongoing program.

Project developed training materials related to these topics were used to train the state facilitators, who in turn, used the materials with the inservice committees. State facilitator teams allotted up to fourteen days per school to assist with the steps in the process.

R&D RESOURCES AND SERVICES

Content area: Inservice Education

Project schools had toll-free telephone access to an information bank containing detailed descriptions of over 600 inservice products and many materials

LINKER TRAINING AND SUPPORT

Eight workshops were sponsored during the contract to help the state facilitators develop skills and obtain information needed for their work in schools. The workshops focused on how to use information about educational products and resources, how to identify inservice needs, and how to develop inservice programs using existing R&D-based products and materials.

PROJECT RESOURCES

RDU Catalog Number	Title	What it is/how it was used
701	Using new resources in planning a teacher centered inservice education program	*a manual school staff can use to plan inservice programs that build upon available R&D-based products*
702	Descriptions of teacher inservice education materials	*describes over 600 inservice education products/materials schools can use*

RDU Catalog Number	Title	What it is/how it was used
703	Administrative report: project on the utilization of R&D inservice materials	*final report describes the outcomes, learnings, and recommendations of the project*

FOR MORE INFORMATION

Dr. Robert McClure
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
202-833-4000

TITLE: USING NEW RESOURCES IN PLANNING A TEACHER CENTERED INSERVICE EDUCATION PROGRAM

DATE & SOURCE: 1979

Robert A. Luke, Ella Holley, Marija Futchs Fine, Anna Hyer
Project on the Utilization of Inservice Educational R&D Outcomes
National Education Association
Washington, D.C.

TYPE OF MATERIAL: A "How-to-do-it" manual teachers and others can use to plan an inservice education program.

DESCRIPTION: This manual, based on the experience and learnings of NEA's Inservice Education Project, outlines a step-by-step procedure for defining the nature of the inservice program teachers want, locating and reviewing training materials that could be used in the program, and designing a program based on teachers' identified needs.

The inservice planning procedure outlined in the manual relies on the development of an inservice education committee composed of teachers and administrative staff from the school or district for which the program will be offered. Some of the topics covered in the manual include:

Teacher-centered inservice education -- what is it, resources for developing it, designing a needs assessment workshop.

Organizing an inservice education planning committee -- membership, roles, and responsibilities.

Planning Sequence I: Planning as learning -- reviewing how adults learn, thinking about motivation, purposeful evaluation.

Planning Sequence II: Defining the problem and identifying resources -- reviewing needs assessment data, writing a problem statement, previewing training materials, the teacher leader, using consultants.

Planning Sequence III: Program design -- arranging learning sequences, adapting materials, providing for pre- and post-workshop learning, using the classroom as a laboratory

Individualizing inservice education

90 pages.

INTENDED USERS: Teachers, inservice coordinators and others who plan and offer teacher inservice education programs.

COST & AVAILABILITY: May be purchased for $3.95/copy from:

Dr. Robert McClure
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

TITLE: DESCRIPTIONS OF TEACHER INSERVICE EDUCATION MATERIALS

DATE & SOURCE: 1979

Project on Utilization of Inservice
Education R&D Outcomes
National Education Association
Washington, D.C.

TYPE OF MATERIAL: Fourteen resource catalogs describing over 600 inservice education training products in several subject areas.

DESCRIPTION: The National Education Association has prepared detailed descriptions of R&D-based inservice education products and resource materials in fourteen instructional areas including:

- assessing student growth
- career education
- classroom management
- early childhood education
- English language arts
- individualized instruction
- mathematics
- motivation
- multicultural education
- reading
- science
- special education
- social studies
- teaching strategies

Information about each inservice material or program is provided in a two-part description that includes a one-page summary of the product's nature and purpose and a five-six page description of the product's key features including evaluative comments by the describer and, in some cases, reactions from persons who have used the material.

INTENDED USERS: The product descriptions are intended for use by inservice development committees, directors of inservice education, teacher centers, state departments of education, and others who plan and conduct inservice education programs.

COST & AVAILABILITY:

The Descriptions of Teacher Inservice Education Materials are available as a complete set ($559) or as individual volumes. Volume prices range from $14 to $90 depending upon the number of descriptions contained in each.

For more information or to order, contact:

Dr. Robert McClure
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

TITLE: ADMINISTRATIVE REPORT: PROJECT ON THE UTILIZATION OF R&D INSERVICE EDUCATION MATERIALS

DATE & SOURCE: 1979

Robert A. Luke
National Education Association
Washington, D.C.

TYPE OF MATERIAL: A report of NEA's three-year inservice education project funded by the National Institute of Education as part of its R&D Utilization Program.

DESCRIPTION: This final report of NEA's inservice education project includes an administrative report outlining what the project did and learned during its three years of operation, and several appended documents called "independent studies." These studies report on specific aspects of the project's efforts to help schools develop inservice education programs based on the use of R&D products.

The administrative report provides summary information about the school sites that participated in NEA's project, describes the process by which over 600 inservice education materials were identified and screened for inclusion in the project's resource base, outlines the development of a dissemination system to provide schools with information about available inservice products, and presents key project learnings about the teacher's role in inservice education and the functions of an inservice education planning committee.

Appendices for the administrative report provide details about the chronology of project events, the location of project sites, the R&D products offered to project schools, etc.

The portion of the final report comprised of independent studies offers in-depth discussion of five areas examined by the project. The independent studies include:

- Teacher reaction to research-based training materials as an inservice education format (10 pates)
- Research-based products chosen and rejected by project participants (14 pages)
- Requests made by teachers from non-project sites for research-based inservice materials (10 pages)
- The organization and operation of an inservice education system (12 pages plus attachments)
- The continuing search for R&D-based inservice education materials (28 pages)

INTENDED AUDIENCE: Persons interested in approaches to developing inservice education and, more generally, in the outcomes of the R&D Utilization Program.

COST & AVAILABILITY: Available from ERIC, Spring, 1980

OVERVIEW:

A STUDY OF THE R&D UTILIZATION PROGRAM

LINKING R&D WITH SCHOOLS

A Study of the Research and Development Utilization Program
Abt Associates Inc., Cambridge, Massachusetts

Introduction

A major NIE purpose in conducting the Research and Development Utilization Program is to learn more about the management of the local school improvement process and the role that externally developed R&D products can play in making it more effective. To this end, in November, 1977, Abt Associates was contracted to conduct a study of the RDU program.

Major Study Issues

Abt Associates' study of the RDU program presents an opportunity to better understand rational problem solving in schools by examining how schools use externally developed R&D products to improve administrative procedures and instructional practices. The study also promises to increase the store of relevant information about the design, operation and results of dissemination programs in education. It addresses seven major issues:

1. how relationships are managed between various agencies with the expertise and resources to help schools solve problems;
2. to what degree an intervention program such as RDU can help schools overcome barriers to successful problem solving (limited access to information, lack of planning skills, etc.);
3. to what degree the products of educational R&D are relevant to the problems and contexts of local schools;
4. what the impact is of the products of educational R&D once they have been adopted and implemented;
5. what factors contribute to the institutionalization of the RDU approach within a variety of organizations;
6. how linking agents coordinate the flow of external resources to schools, and whether this helps the schools solve problems; and
7. how efficient the RDU approach is in relation to approaches taken by other major dissemination efforts.

Study design and data collection

Abt Associates' design for the RDU study involves the use of a variety of data collection strategies including site visits to, telephone and in-person interviews with, and mail surveys of: RDU project staff, teachers and administrators, linking agents, NIE officials, and representatives of other federal programs for dissemination and local program improvement.

In addition, project documents such as activity logs, budget and evaluation reports, and organization charts will be used to address many of the research questions. Finally, a great quantity of anecdotal and descriptive data, plus site-specific analyses, will be available from case studies being produced by researchers who have been employed for this purpose by each of the RDU projects. About six to eight case studies are being written for each project, following common formats and outlines prepared especially to ensure the relevance of the case studies to the overall RDU study.

Three Levels of Study Analysis

Integrating and analyzing the vast amounts of data being generated for the study will be made simpler by focusing on three different, but related levels of analysis.

The School Level Study addresses questions concerning the nature and outcomes of the use of external resources in the problem solving process in schools. It will investigate how this process is related to the school's problems, existing conditions such as the organizational environment and resources, and the services and resources that are delivered to the school during its involvement in the RDU program.

The Linking Agent Study offers a framework for understanding the use of linking agents in programs of managed change. It will describe the roles assumed by linking agents at different stages in the problem solving process and when different ranges and types of services and resources are provided to the schools.

The Project Level Study provides an opportunity to learn about the effectiveness of seven different types of organizational networks (the seven RDU projects), each delivering different types of services and resources to schools with different characteristics and contexts. In addition, the Project Level Study will consider the differences (in structure, objectives, resources, and tactics) between the RDU program and several other federally funded programs for managed educational change.

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Priority Audiences for Study Results

NIE has identified three priority target groups for the results of the Abt Associates study. They are the managers of change programs (including schol-based practitioners), policy makers, and researchers. Managers and practitioners need to know what really works if they are to solve educational problems. Policy makers at the state and federal levels require information that will allow them to design programs with the highest probability of impact, given limited budgets and other constraints. Researchers, particularly applied researchers, need accurate information about programs and their results in order to develop more refined concepts and models of change which will lead to improved practices in the future.

Study Reports

While the final results of the study will not be available until mid-late 1980, beginning in fall, 1978 and continuing throughout the term of the Abt Associates' study contract three types of reports addressing several topics will be produced. Summary reports will highlight the issues and options concerning a particular RDU program topic. Issue-oriented reports will provide somewhat more depth on a given topic than would a summary report and will be aimed at explaining RDU tactics and procedures. Technical reports will contain detailed findings from the study data and justification of analyses to support the description and conclusions presented in the summary and issue oriented reports.

To date (two interim reports associated with the overall study have been completed and submitted to NIE. These include:

Chabotar, Kent J. and Kell, Diane G. Linking R&D with Schools: An NIE Program and its Policy Context. Cambridge, MA: Abt Associates Inc., 1978.

> an interim report on policy questions identified by interviewees in federal and state programs as important for the study to address.

Louis, Karen Seashore, Molitor, James A., Spencer, Gregory J., and Yin, Robert K.

> Linking R&D With Schools: An Interim Report. Cambridge, MA: Abt Associates Inc., 1979.
>
> an interim report on 1. similarities and differences among the seven RDU projects with regard to structure and function; 2. early RDU problem solving activities undertaken by schools; 3. the role of the RDU linking agents.

Other study reports forthcoming are listed below with the anticipated date of publication and primary audience.

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Report	Primary Audience
School Level Study Reports:	
Report of Special Study of Selected R&D Outcomes (1979)	Policy Makers (NIE)
Interim Report to Educational Practitioners (1979)	Managers
Final Report to Educational Practitioners (1980)	Managers
Special Report on Selected RDU Sites (1980)	Researchers
Linking Agent Study Reports:	
Report on Linking Agents Support and Training (1979)	Managers
Case Manual for Linking Agent Training (1980)	Managers
Project Level Study Reports:	
Report on Project Management Issues and Practices (1979)	Managers
Special Report on Role of NIE (1979)	Policy Makers (NIE)
Overall Study Reports:	
Interim Report on Important Policy Questions (1978)	Policy Makers (NIE)
Interim Report on RDU Program (1978)	Researchers/Policy Makers (NIE)
Memorandum on a Dissemination/Diffusion/Change Research Agenda (1979)	Policy Makers (NIE)
Final Report on Important Policy Questions and Recommendations for Federal Policy in Support of Educational Change (1980)	Policy Makers
Final Report of RDU Study (1980)	Researchers/Policy Makers
Executive Summary of RDU Study (1980)	Policy Makers
Article or News Release to General Public (1980)	General Public

For more information

Questions about the RDU study or its reports should be directed to:

Dr. Karen Seashore Louis
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APPENDIX

CONTACT PEOPLE FOR INFORMATION ABOUT THE R&D UTILIZATION PROGRAM

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The Florida Linkage System:

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Project on the Utilization of R&D Inservice Education Materials:

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